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ABSTRACT

During 1989 more than 23,000 parents and educators representing 429 California schools returned surveys as a part of a triennial evaluation of special education. The surveys addressed three purposes: (1) overall assessment of the California Resource Specialist programs (designed to serve learning disabled students with a combination of regular classroom support and special "pullout" services); (2) identification of underlying themes and common perspectives within the evaluation data; and (3) determination of the extent to which response factors are able to predict student achievement and resource specialist program characteristics. Data from 5 of the 11 survey forms were analyzed in this report, including: educator opinions on overall school functioning and approval; parental opinions toward the school and the Resource Specialist program; educator views of the type, quantity, and quality of staff development activities; and perceptions of the effectiveness of the Resource Specialist Program in achieving program exit for participating students. Both parents and educators gave the program a strongly positive evaluation. Educators throughout California seem convinced that resource rooms support classroom success for special education students. According to parents, good schools are organizationally effective and stress shared instructional involvement and academic concerns for all children. Professional educators interpret the general school programs along three dimensions: principal leadership, effective classroom practices, and effective teaching strategies. Sources of program success, prediction of resource specialist outcomes, alternative goals, and policy implications are also discussed. There are 41 tables, 9 figures and two appendices containing surveys and results. (MLH)

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School Staff and Parent Evaluations of California's Resource Specialist Programs

by

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April 30, 1990

EA 022 120

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Executive Summary

During 1989 more than 23,000 parents and educators representing 429 schools across the state returned surveys from the State Department of Education as part of the Triennial Evaluation of Special Education, Phase I. These surveys addressed three purposes:

(1) Overall assessment of the California Resource Specialist programs serving LD/RSP students and the schools in which they are located,

(2) Identification of underlying themes and common evaluations, and

(3) Determination of the extent to which LD/RSP student achievement and Resource Specialist Program outcomes can be explained by various operational and support factors.

Eleven different survey forms were employed, soliciting information across many dimensions of interest. Five of these are analyzed in this report:

(1) Educator opinions on overall school functioning and approval.

(2) Parental opinions towards the school and the Resource Specialist Program.

(3) Educator views on the type, quantity, and quality of staff development activities.

(4) Reports on the types of instructional strategies used in Resource Specialist Programs for LD/RSP students and the amount of time spent by the teachers in different activities.

(5) Perceptions on the effectiveness of the Resource Specialist Program in achieving program exit for LD/RSP students (return of LD/RSP students to the regular classroom) and program transition (from school to adult life).

Additionally, learning disabled student performance on the 1987-88 California Assessment Program (CAP) tests in grades three, six, and eight were examined for their potential relationship to program quality indicators.

While the large number of respondents from both educator and parent groups insure that data are reliably representative of opinions throughout California, a tendency to view one's own organization positively, a kind of "halo effect", could introduce some bias into the data. Hence, the results reported should be interpreted using the respondent's frame of reference as a guide.

Overall Findings

Both parents and educators give the California Resource Specialist Programs a strongly positive evaluation. Differences exist among the respondent groups (Principals, Vice-Principals, Regular Education Teachers, Special Education Teachers, Parents of Regular Education Students, and Parents of Special Education Students), as well as between the level of education (Elementary versus High School). These differences are relatively modest, however, with each group still showing support for the program. This common message of broad-based support for the Resource Specialist Program is somewhat surprising given the popular conception of difficulties and dissatisfaction.

Overall there is a high degree of satisfaction with the various programs in the state as reflected on all of the surveys.

Parents were very positive in their assessment of California public schools. They expect their children to succeed in school and graduate from high school. They also feel confident in the public schools' ability to provide support and direction to their students but don't feel that academic achievement and parent involvement are emphasized enough. Schools, it seems, are better at setting expectations than at focusing parental attention on such academic matters as homework, academic achievement and child motivation.

On the whole, parents of special education students tend to give a strong endorsement to LD/RSP programs although a small group of these parents do not feel encouraged to participate and are disappointed with the quality of their children's schooling.

Professional educators in the survey were even more positive in their assessment of the school than were the parents. Strongest support was recorded for statements reporting enthusiasm and dedication on the part of LD/RSP staff members. Lower levels of agreement were reported for items dealing with student assessment, instructional planning, and program flexibility.

Mean scores for the Resource Specialist Program show that educators throughout California are convinced that resource rooms support classroom success for special education students.

California educators endorse long-term student services through resource room support outside the regular classroom. They also believe that these needed services are currently being provided by Resource Specialists.

Staff development activities are attended about twice a year and most frequently deal with some aspect of language learning followed by techniques for teaching mathematics.

The in-services are conducted in a variety of locations and by different agencies. Most appreciated are those held at local schools, districts and county offices, and SELPAs. The least appreciated location is the State Department of Education. Overall location has little impact on staff appreciation of program quality. Elementary principals are the most enthusiastic about in-service efforts followed by high school principals. High school teachers in both regular and special education programs are the least satisfied. Elementary school teachers in the regular program expressed an average degree of satisfaction with in-service efforts.

Resource Specialists devote just under two-thirds of their day to direct interaction with students.

Preparing for direct interaction activities accounts for an additional twenty-two percent of their time. A smaller amount, twelve percent of their time, is dedicated to non-instructional tasks.

Pull-out strategies are favored twice as much as are those involving in-class activities. When in-class instruction is offered by Resource Specialists, however, various techniques are used. Whole class instruction is used most often during in-class sessions while small groups are mostly utilized in pull-out sessions.

The preparation of LD/RSP students for academic performance and adult life are the major goals of the Resource Specialist Program.

School personnel responding to the Exit Criteria Survey ranked the improvement of reading skills as most important. It was ranked four and one-half times more important than the lowest ranked criterion of academic discrepancy criteria. They also thought that consumer education, instruction in financial matters, specific employment skills and job-interviewing training were important elements in a strong transitional program.

The parent surveys highlight three dimensions in their understanding of school programs.

These dimensions are: 1) Shared Instructional Involvement, stressing the ability of schools to assist parents in helping children through mutual teacher-parent communication; 2) Organizational Effectiveness, stressing parental perceptions of school rules and priorities, school safety, and the nurturing qualities of school personnel; and 3) an emphasis on Academic Learning that focuses on homework, good study skills, and school pride. Good schools, according to parents, are strong on shared instructional involvement, are organizationally effective, and stress academic concerns for all children. Parents of special education children tend to see shared instructional involvement as the most important of these themes while parents of students in the regular program focus first on the academic emphasis of the school, followed by the school's organizational effectiveness. Special education parents further refine their perceptions of the schools by identifying two other evaluation themes: 1) Overall Program Quality and 2) the IEP process.

Professional educators interpret the general school programs along three dimensions.

These dimensions are: 1) Principal Leadership, identifying the various ways in which site level administrators support the program by close involvement with the goals and operations of the program as well as through interactions with teachers, parents, and students; 2) Effective Classroom Practices, stressing how effective classroom practices positively impact on student learning; and 3) Effective Teaching Strategies, or the modification of teaching techniques and materials to meet the learning needs of individual students.

Professional educators evaluate school special education programs using seven common themes: 1) the Quality of Life Preparation made available to learning disabled students, an assessment of how schools are preparing students to participate in the community through specific curricular provisions; 2) Confidence in the Learning Disabled Student to succeed in life after graduation from high school; 3) Principal Leadership in Special Education, as a factor instrumental in the success of the program; 4) the link between the RSP and Regular Instruction, focusing on serving LD/RSP students in the regular classroom setting; 5) Resource Specialist Professionalism as an important element in the ongoing school program (as well as serving as an overall approval of the RSP); 6) Student Exit Status, showing that few students return to special education programs after exiting them and that exited students are performing well in regular classrooms; and 7) Service Concentration, keeping resources focused entirely on the needs of LD/RSP students.

The Exit Criteria Survey produced two themes perceived to be important in successful special education programs: 1) the inclusion of a Job Training program focusing on consumer education, financial skills, job interviewing skills, instruction in learning what skills are important for maintaining employment, as well as learning what skills are important for given work; and 2) broad based External Support of the Curriculum from both the principal and community groups.

Differences Among Respondent Groups

While the dominant message of the Triennial Evaluation study is one of broad-based support and appreciation for California's Resource Specialist Programs respondent groups differ substantially in their assessment of schools and programs. Standard deviations in question responses are quite large, indicating a broad range of feelings about most aspects of these programs. Special educators tend to believe that learning disabled students are returned to the regular classroom when they have overcome the discrepancy between achievement and ability which led to their identification as eligible students. Other teachers tend to see exit as based more on improved classroom behavior and an enhanced desire to learn. More substantial differences are found in the way teachers and administrators view the LD/RSP program in the context of overall school operations. Specialist teachers feel that the program is more successful in returning students to the regular classroom and view their own professionalism more positively. Regular teachers have more positive feelings about the use of effective teaching practices and have a higher confidence in the ability of LD/RSP students.

Five questions in the General School Survey probe educators' views regarding the importance and goals of the LD/RSP programs. These issues have been the center of attention in recent state-level discussions of special education program reform. Responses to all five of these questions confirm the commitment of education professionals throughout the state to providing special education services through LD/RSP programs. As would be expected, special educators give stronger endorsement to the delivery of services outside the regular classroom setting. All respondents, however, support a mixture of in-class consultation and pull-out programs. Special education teachers have a greater willingness to believe that students with learning disabilities are best served outside the regular classroom and through direct instruction. Regular class teachers, especially at the high school level, are more inclined to support instruction in regular classrooms, with specialists consulting rather than offering direct instruction. Regular educators are also more willing to trade the RSP program for lower class size.

Sources of Program Success

Multivariate statistical analysis of the patterns of survey responses revealed underlying themes that were also not entirely expected. These relationships summarize into several important points:

○Parents generally take a more positive view of the School and the Resource Specialist Program when:

(1) they are more involved in the process of their child's education,

(2) there is a higher rate of contact between student and teachers, and

(3) the teaching criteria emphasize achievement and shared instructional involvement.

○Teachers rate their functioning more positively when:

(1) they describe their work environment as consisting of collegial relationships in which they are encouraged to exchange views,

(2) effective classroom and teaching practices are used, and

(3) more time is allowed for the delivery of direct instruction and instructional planning (as opposed to general supervision or administrative activities).

○Administrators perceive a higher level of functioning when:

(1) there is a greater sense of leadership on issues concerning special education, and

(2) stronger links occur between the Resource Specialist Program and programs in regular education (encouraging higher exit rates).

Relating views on program support to either specific program functions or student achievement proved to be only somewhat informative. The relatively low predictive power of these relationships probably results from the fact that many sources of variation were not included in the survey process. Additional explanatory factors might include: the socio-economic status of each family, school district size and relative wealth, the availability and use of technology, and the influence of local conditions on school performance. In addition, several potentially important interest groups were not included in the surveys, including both regular and special education students, local businesses and employers, and community and civic leaders.

Predicting Resource Specialist Program Outcomes

Data from the surveys address several alternative LD/RSP program outcomes. The three most important are: 1) CAP score achievement, 2) academic achievement based exiting to regular classrooms, and 3) non-academic quality of life attainment by LD/RSP students. Despite its attractiveness as an objective achievement measure, the use of CAP scores with learning disabled students is problematic and necessitates caution in interpretation. Beyond the outcome differences discussed by survey respondents, it is quite likely that school operation factors not measured also contribute significantly to the achievement of LD/RSP students.

The strongest relationships in the data are as follows:

○Among LD/RSP students CAP scores raise some concern about program operations as well as outcomes:

(1) CAP scores for the LD/RSP students are quite low, and widely dispersed. On average, LD/RSP students score below all but 0.5 percent of all students in California. In fact, more than 25 percent of all LD/RSP classes score below 0.1 percent of all classes in the state, suggesting that students formerly classified as mentally retarded may now be assigned to these classes. The range for schools with 15 or more LD/RSP students covers more than 190 scale score points (more than 4.5 standard deviations). While this may only reflect the fact that CAP is not designed for this population, it may also mean that very uneven standards are used to identify students for admission to these programs.

(2) Some of the variance in LD/RSP class CAP scores can be predicted from operational features of school programs. Specifically, CAP scores for these students are higher when:

  (a) educator confidence in the abilities of the students is higher,

  (b) greater use of "pull-out" services is reported, and

  (c) teachers more frequently employ effective classroom practices.

○Emphasis on using academic criteria in the reassignment of learning disabled students to regular education programs go up when there is:

(1) more reported emphasis on effective teaching strategies,

(2) increased attention to the developmental aspects of LD/RSP programs,

(3) a lower perceived linkage to the regular school program, and

(4) less parental confidence in the ability of the school to fulfill its IEP commitments.

○Quality of life outcomes are reported to be higher when:

(1) schools emphasize effective classroom and teaching practices,

(2) there is more confidence in the abilities of LD students, and

(3) school administrators provide better leadership and direction.

Since different LD/RSP program factors predict different program outcomes, it is important to review the goals and purposes of the Resource Specialist Program.

Alternative Resource Specialist Program Goals

California's Resource Specialist Programs have three competing goals:

(1) The RSP should secure equal academic achievement outcomes for all students.

Those who emphasize this goal argue that learning disabled students are capable of the same achievement as regular education students, given specialized services designed to help them overcome their learning disability. Measures of academic achievement, such as CAP test scores and High School graduation rates, are used to determine program success. High quality Resource Specialist services are expected to enable these students to attain CAP scores comparable to other students.

(2) The RSP should overcome problems and give all students access to the same school curriculum.

Those who hold this position argue that learning disabled students have temporary problems which can be overcome by concentrated, but temporary, special education services. The goal is resolution of the disability and return of the identified learning disabled students to the regular classroom. If this goal is to be achieved appropriately, students should exit from the Resource Specialist Program with improved academic performance and be able to compete successfully with other students.

From this perspective, equality of educational opportunity means enabling all students to perform successfully without continuing specialized help. It would imply an emphasis on equalizing student capacity for school achievement and then exiting students from the learning disabled programs.

(3) **The Resource Specialist Program should provide specialized educational programs aimed at preparing learning disabled students to achieve a high quality of life in non-academic areas such as independent living, participation in community life, and holding productive employment.**

Those who hold this position argue that learning disabled students are not able (or at least not likely) to achieve the same academic levels as other students. Hence, equality of educational opportunity does not mean reaching the same academic goals. Rather, equality means that students will have equally fulfilling and productive lives in areas that do not depend on academic skill levels. Adult life skills that lead to independence, productivity, and satisfaction are substituted for narrow school academic goals.

How well do California's Resource Specialist Programs reach each of these goals?

The Triennial Evaluation data does not provide a definitive answer to this question. The data do, however, show that:

(1) The academic level of resource specialist students is well below that of their regular program classmates.

(2) Where academic criteria are used to control exit from the programs, students who remain within the Resource Specialist Program also achieve better. That is, this goal is complementary with the first rather than in competition with it.

(3) Where Resource Specialist Programs concentrate on improving the quality of life preparation for learning disabled students, parents and educators give higher

approval to the schools, attributing the result to a correlation of strong principal leadership and effective instructional strategies.

Policy Implications

The following three policy issues are offered as examples of issues brought into focus by the results of the Triennial Evaluation survey. These policy issues are:

(1) What should be done about the competing goals being served by the LD/RSP programs?

If achievement in all goal areas were enhanced by the same program elements, there would be no issue here. Unfortunately, CAP score improvement requires different program emphases than does returning LD/RSP students to the mainstream or enhancing their quality of life through an emphasis on democratic participation, holding a job and other "quality of life" outcomes. The state of California faces a dilemma: there are no acceptable criteria for measuring LD/RSP program productivity on any one of its three major goals. On a statewide basis CAP tests delineate the difference between students in these programs and those in regular classrooms, but these tests are not designed for low achieving students or for assessing the achievement of small groups. Successful return of LD/RSP students to regular classrooms may be a measure of program productivity, but there are no broadly accepted criteria for deciding when program exit is appropriate. And quality of life is not even clearly designed as a goal, much less amenable to measurement. If the State seeks to hold LD/RSP program staff accountable for student achievement, it is imperative that appropriate standards be set and reliable measures of progress toward those standards be developed.

(2) Given the extraordinarily low academic achievement of LD/RSP students, what should be the posture of the State of California regarding their participation in mainstream classrooms?

Currently, policy attention is focused on increasing the extent to which LD/RSP students participate in the core curriculum. In order for this to be a realistic goal, one of two things must occur, either: (a) resource specialist teachers must become much more adept at providing the level of support needed for these students to achieve at a level comparable to minimally successful regular students, or (b) local school systems must adapt their curricula to meet the needs of these special students. At present, the gap between typical LD/RSP students and the vast majority of those in the regular school program is so large as to insure failure and frustration for children returned to regular class participation. State policy makers need to come to grips with the question of whether to change the operations of regular classrooms or to provide continuing support to those who are not successful within them.

(3) Can the State of California reasonably expect local districts to provide the level of instructional support needed to enable the lower 50 percent of LD/RSP students to reach traditional graduation standards?

With 50 percent of the LD/RSP classes scoring below the lowest 1/2 of 1 percent of regular classes, radical changes will be needed to help these students become successful high school graduates. State policy makers must determine whether to sink energy and resources into improving support programs, or to shift outcome expectations and build new school programs for these students. There is a broad base of political support both in the parent community and among professional educators for restructuring school expectations and programs to support better quality of life outcomes for LD/RSP students. There may be equally strong support for shifting the goals of education for all children.

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Introduction

The evaluation of educational programs is a continuing concern for California educators and policy makers. This is especially true for Resource Specialist Programs that provide services to learning disabled students. Such programs are the largest segment of the State's overall special education program and are the focus of the California Triennial Evaluation of Special Education reported here.

The Triennial Evaluation

The California State Department of Education is required to undertake regular evaluation of all Special Education programs in California. In responding to this mandate a Triennial Evaluation plan was developed. The first year of the Triennial Evaluation Plan focuses on the Resource Specialist Program. This program, designed to serve Learning Disabled students with a combination of regular classroom support and special "pullout" services, is planned and operated by local school and district staff members. The Triennial Evaluation is designed to ascertain whether variations in program context or operations significantly influence either student achievement or the level of program performance reported by knowledgeable observers.

The Purpose of this Report

This report summarizes data collected from survey questionnaires completed by more than 23,000 parents and educators in 429 schools throughout California. The evaluation survey sought information on nearly 300 different demographic and school program variables. Only about 170 of the most reliable items are reviewed in this report, however. The remaining items require content analysis and supporting field data before their interpretation would be productive.

Three purposes guide the data analysis presented in this report. They are:

1. Overall Assessment of the California Resource Specialist Programs and the Schools in which They are Located

The primary goal of the Triennial Evaluation is assessment of Resource Specialist Program operations and effects. Respondents provided a wide variety of evaluation data on the operations and overall performance of Resource Specialist Programs. Additionally, a large number of the survey items provide information on how respondents view the schools within which the Resource Specialist Programs are located. These latter questions provide a basis for assessing contextual factors affecting the performance of resource teachers and programs.

2. Identification of Underlying Themes and Common Perspectives within the Evaluation Data

While individual variables give some useful information, the data collected for this Triennial Evaluation are so complex and rich-textured that its full importance can only be seen when effective synthesis and summary techniques are applied to focus attention on the most salient dimensions of the Resource Specialist Programs throughout the state. Factor analytic techniques were used to identify a number of commonalities among survey responses. These common factors were analyzed to show that overall assessment of the Resource Specialist Program is shaped by a limited number of core themes that cut across respondent groups.

3. Determination of the Extent to Which Response Factors are Able to Predict Student Achievement and Resource Specialist Program Characteristics

The third purpose governing the preparation of this report is the examination of whether the operational characteristics of various Resource Specialist Programs (indicated by the instructional strategies used by specialist teachers) or the outcomes of those programs (measured by California Assessment Program test scores) can be predicted from the evaluation data provided by survey respondents. Multiple regression analysis techniques determined that several attitudinal factors are related to both components of program delivery and student academic achievement.

Who Participated in the Survey?

Many different individuals are involved in the planning, operation, and monitoring of resource specialist services. Parents, teachers and administrators all play significant roles. Parents of special education and regular students can be expected to have different views of the character and quality of key aspects of the Resource Specialist Program. When, for example, a child becomes eligible to participate in a RSP program the parent is legally entitled to become involved by helping develop the student's Individualized Education Plan (IEP) and is often encouraged to assist with homework or volunteer to work with the teacher. Parents of children not identified for the RSP are also invited to participate in school activities, though their participation is less formal and may be less frequent.

Teachers of special education students, as well as those serving not identified students, can also be expected to form different views of the Resource Specialist Program. While special education teachers may judge the program largely on the basis of their professional judgements regarding how best to serve the identified students, regular classroom teachers are quite likely to judge the program on the basis of how it affects their work with nonidentified students.

Both Principals and Assistant Principals can be expected to formulate evaluative judgments regarding the operation of the Resource Specialist Programs with which they work. Their judgments are likely to be shaped by their involvement in the allocation of resources and their responsibility for overall management and direction of the services to be provided. Each of these affected groups was asked to participate in the Triennial Evaluation survey of Resource Specialist Programs.

Proportional Sampling of Role Groups

The total population of schools providing these services were identified by the California State Department of Education staff. The schools were then divided into four categories: Elementary, Intermediate/Junior High, Small High, and Medium/Large High. A random sample of schools was then selected from these four groups. Each school selected was sent a number of different packets of surveys for distribution to the ten respondent groups. To insure a representative and balanced returned sample, the number of packets solicited was weighted according to the relative size of the school, as follows:

Table 1: Who was surveyed?

	Elem	JrHi	SmHi	LgHi
Principals	1	1	1	1
Assistant Principals	1	1	1	3
Regular Education Teachers	10	12	10	20
Special Education Teachers	1	2	1	4
Parents: Regular Education Students	40	40	40	80
Parents: Special Education Students	28	28	28	56
Total Respondents Solicited per School	**81**	**84**	**81**	**164**

Surveys were distributed to the selected schools in early May of 1988. Data collection continued until the end of June, 1988. The same survey packets were used for both Elementary and Intermediate/Junior High, with a different packet for the Small and Medium/Large High Schools. A total of 429 schools returned at least one completed survey, with a total of 23,349 surveys from all respondent groups collected. The distribution of completed survey packets by respondent group was:

Table 2: Number of Respondents

High School Principals	95
High School Assistant Principals	219
High School Regular Education Teachers	1,363
High School Special Education Teachers	271
Elementary Principals	334
Elementary Assistant Principals	187
Elementary Regular Education Teachers	2,944
Elementary Special Education Teachers	444
Parents: Regular Education Students	11,571
Parents: Special Education Students	5,902
Total Respondents	23,330

What Information was Gathered?

The Triennial Evaluation Advisory Committee identified a broad array of program quality indicators and an equally comprehensive set of demographic and contextual variables that were expected to influence program performance and/or respondent judgment. A total of eleven different survey instruments were constructed, each addressing a different area of interest (copies of all instruments can be found in Appendix A). Responses to eight of these survey instruments are analyzed in the body of this report.

These surveys were combined together into packets for administration to the different respondent groups. Which group received which surveys depended on a combination of several different factors. For school based respondents these factors involved both the individual's job responsibilities (Principal, Assistant Principal, Regular Education Teacher, or Special Education Teacher) as well as the type of school they were employed at (Elementary/Intermediate/Junior High School or High School). Parents were surveyed on the basis of their child's status (Parent of a Regular Education Student or Parent of a Special Education Student). A grouping of ten different packets was produced, each containing from one to eight of the surveys developed, distributed as follows:

Table 3: Distribution of Surveys to Respondent Groups

	PHRS	GSS	RSPS	RSP	RSF	ECLD	CSDA	SD	TLD	PSRE	PSSE
High School Principals	✓	✓	✓	✓	✓	✓	✓	✓	✓		
High School Assistant Principals	✓	✓	✓			✓			✓		
High School Regular Education Teachers	✓	✓	✓			✓	✓	✓	✓		
High School Special Education Teachers	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Elementary Principals	✓	✓	✓	✓	✓	✓	✓	✓			
Elementary Assistant Principals	✓	✓	✓			✓					
Elementary Regular Education Teachers	✓	✓	✓			✓	✓	✓			
Elementary Special Education Teachers	✓	✓	✓	✓	✓	✓	✓				
Parent: Regular Education Student										✓	
Parent: Special Education Student										✓	✓

The Parent Surveys

Two survey sections were prepared to seek parental assessments of school and Resource Specialist Program performance. These survey sections included:

a. The Parent Survey: Attitudes Toward School (PSRE)

This surveys asked twenty general questions assess parents' views of overall school performance. Items range from principal expectations, teacher enthusiasm, and program emphases, to student achievement and attitudes.

b. The Parent Survey: Special Education Assessment (PSSE)

In addition to the twenty general school attitude questions given to all parents, parents of special education students were asked twelve questions regarding services to special education students. These questions cover parent participation in program planning, student feelings and Resource Specialist Program activities.

The Professional Educator Surveys

Six survey subsections given to professional educators provided the data reported here. These included:

a. The General School Survey (GSS)

Given to all school personnel, this fifty-seven question instrument queries respondents on seven areas of general school functioning. These question areas were:

positive school climate, instructional leadership, high expectations, academic focus, frequent monitoring, social development, and attitude toward the RSP model. In analyzing responses to this instrument it was helpful to separate questions about overall school program operations from those directed to eliciting information on programs for identified special education students.

b. Transition for Learning Disabled High School Students (TLD)

A survey of eleven questions concerning the activities determined to be an important part of transitioning from school to independent adult living. Responses to this set of survey questions are described below.

c. Exit Criteria for Students with Learning Disabilities (ECLD)

Several factors combine together to determine when a student receiving special education services is no longer in need of them. This survey identifies several common factors and asked the respondent to weight their relative importance. Responses to these survey questions are also discussed below.

d. Staff Development (SD)

Eight questions concerning the quality and helpfulness of in-service activities.

e. Resource Specialist Functions (RSF)

Respondents to this survey indicated the percentage of time they felt the resource specialist devoted to a number of identified activities.

f. Resource Specialist Program (RSP)

Additional questions directed to certain groups requested a weighting of different teaching strategies and instructional characteristics currently in use in special education.

Information not Analyzed in this Report

Data from three subsections of the survey were not available for analysis in this report. These subsections include:

a. The Professional History and Responsibilities Survey (PHRS)

This survey consists of eleven questions and was given to all school personnel. Questions elicit information about the professional's years and type of educational preparation and experience. Responses to these questions were entered into the data set but played no role in the analysis presented in this report.

b. The Resource Specialist Program Survey (RSPS)

This survey instrument contains nine open-ended questions. It solicits opinions on the positive and negative aspects of the RSP program. Responses to these questions remain to be coded.

c. The Current Staff Development Activities Survey (CSDA)

This survey consisted of three parts. The first was a series of open ended question designed to solicit information about the number and nature of staff development activities that the respondent had participated in. Part two identified several potential areas of in-service and asked the respondent to indicate which, and how many, they received. The final portion dealt with in-service providers, asking the respondent to indicate through which agency they had taken in-services and what their overall opinion of those in-services were. There is much information of value in the responses to these items, but coding categories were not developed in time to include them in this report.

Looking at CAP Scores for RSP Students

Feedback from parents, school administrators, and teachers provide the primary foundation for this evaluation of the Resource Specialist Program. Another aspect, however, is the performance of the students themselves. Quality programs should produce both strong appreciation from the providers as well as high performance from the participants.

Most measures of RSP student performance are only available on an individual basis at each particular student's home school. Data available on a statewide basis is currently of a general nature, typically revealing broad characteristics of school performance rather than that of an individual.

One of the most widely used of these measures is the California Assessment Program (CAP) tests. These tests, administered to students in the third, sixth, eighth, and twelfth grades annually, help gauge a school's overall performance in several subject areas. All students are assessed on their skills in reading, writing, and mathematics, with eighth and twelfth graders additionally being measured in the areas of science and history. The form of these tests (several nonoverlapping forms utilizing matrix sampling from a large question pool) allow for a full range of students' skills to be tested. Where large groups of students are found in each grade level at a school these tests provide effective comparisons between schools across the state.

Last year was the first time that learning disabled students were systematically included and reported as part of the CAP testing procedure. Twelfth grade RSP students were not included in this sampling; however, data from grades three, six, and eight were available. This data was obtained from the California State Department of Education for inclusion and analysis in this report as a potential measure of comparative student performance.

Techniques Used to Analyze the Data

Four statistical techniques were used to summarize and understand the survey responses. Simple descriptive statistics were used to create average scores and standard deviations for each survey question. The average scores increase when respondents indicate more agreement with a particular part of the survey. The standard deviation is a measure of how precisely the average score reflects the perception of groups of individuals. It gets smaller when all respondents agree more fully with the group mean. As described more completely below, mean score analysis suggests a positive assessment of the Resource Specialist Program by all respondent groups.

Because nearly all questions received high ratings it can be assumed that the respondents share a common perception of these programs. Factor analysis was used to identify the most common themes in the evaluation data. This statistical technique summarizes or identifies a small number of "factors" or concepts that can be used to represent the larger set of original variables. A factor analysis begins by looking at the intercorrelation of all variables and works to extract a sufficient number of factors to explain the item correlations. The first factor explains most of the common variance in the survey; additional factors explain varying parts of the rest of it. A varimax rotation procedure was used to extract factors independent of each other. Variables had to load .3 or higher (either positively or negatively) to be considered a part of the factor.

The first two techniques provided an overview of parent and educator responses to the surveys. A major emphasis of this evaluation was to understand how different school and program variables relate to student achievement. Multiple regression was used to test how the survey factors relate key school and program variables to student achievement. As detailed later in this report, the regression analysis shows that student and program outcomes cannot be adequately predicted by the survey responses. There are probably two good reasons for this limited explanatory power. First, the CAP data for learning disabled students is not very reliable. Second, there are substantial differences in perception among the various respondent groups (parents, teachers, and administrators).

Overall Assessment of Schools and Programs

Analysis of the evaluation data provided in the survey questionnaires began with examination of mean scores and standard deviations for each question of each survey. These are reproduced in Appendix B. Responses to the Parent Surveys (both Regular and Special Education Parents) and the General School Survey items are scored using a six-point Likert Scale ranging from (1) Strongly Disagree to (6) Strongly Agree.

Overall there is a high degree of satisfaction with the various programs under consideration in the state. Average scores on most questions is above 4.0 on both surveys. A few negatively worded questions yielded low average scores.

Since parents and professional educators got different survey questions, their assessment of school and Resource Specialist Program elements are reviewed separately.

How Satisfied Are Parents?

The following table presents the average scores for the twenty questions common to the Regular Education and Special Education Parent Surveys. The following descriptive analysis suggests two important conclusions about parental assessment of California public schools. First, parents gave positive responses to every one of these twenty questions. The highest mean score (5.47) was for the item which asked parents whether teachers expect their children to graduate from high school. Very few parents, even among those with children assigned to Resource Specialist Programs, face teachers who are not confident in the ability of their children to succeed in school. The lowest score (3.89) was given in response to the statement which read, "My child's teachers contact me regularly to discuss his/her work." Even this low mean is above the midpoint on the 1 to 6 scale of agreement, indicating that parents generally agree that teachers make regular contact with them.

A second general conclusion to be drawn from this data is that parents are more confident that California public schools provide support and direction for students than that academic achievement is emphasized or that parents are fully involved in the education of their children. The top four items presented are those involving teacher and principal expectations, clarity of school rules, and children's pride in the school. The bottom four items concern the extent to which parents are encouraged to become involved or visit classrooms and the question of whether teachers contact parents and provide ideas about how to help their children. Survey items dealing with academic work and achievement, though eliciting strong parental agreement, have mean scores in the middle range. Schools are apparently better at setting expectations than at focusing parental attention on such academic matters as homework, academic achievement and child motivation.

Table 4: Survey of All Parents - Mean Scores for All Items

Item Number	Questionnaire Item	Mean Score
8	Teachers expect my child to graduate from HS	5.47
5	The rules of behavior at school are clear	5.32
6	My child takes pride in school, keeps it neat	5.18
16	Principal expects all students to graduate from HS	5.12
10	Teachers think I have a contribution to make	5.06
11	I am kept aware of my child's progress	5.04
4	I am confident my child is safe at school	4.99
15	My child is encouraged by teachers to work hard	4.99
19	My child does homework at least 3 nights/week	4.91
1	School purposes & priorities are clear to me	4.89
14	My child's teachers stress academic achievement	4.89
3	My child's teachers are very enthusiastic	4.86
2	Child is encouraged to learn much and fast	4.73
12	I am encouraged to help with homework	4.71
18	My child spends day on reading/math/English/Soc St	4.71
17	My child has learned good study habits at school	4.56
7	Encouraged to become involved in school activities	4.55
9	I am encouraged to visit classrooms	4.49
20	Teachers provide me with ideas to help my child	3.91
13	Teachers contact me regularly to discuss work	3.89

Underlying Themes in Parental Evaluation of the Schools

Factor analysis of the twenty items appearing in both the regular and special education parent surveys identifies three underlying themes of the schools. These three factors account for nearly three-fifths of all parental responses to the survey. They are:

1. Shared Instructional Involvement
2. Organizational Effectiveness
3. Academic Emphasis

As shown in Table 5, the first evaluation theme is the Shared Instructional Involvement of the school. Eleven of the twenty survey items contribute to this assessment theme. Parents who feel that teachers contact them regularly to discuss their children's work also believe:

○that teachers provide helping ideas,

○that they are encouraged to help at home and in the classroom,

○that they are kept aware and involved, and

○that teachers encourage hard work and stress academic achievement.

Parents who feel that their child's school is failing in one of these areas are likely to believe that the other elements in this factor are weak as well.

Table 5: All Parents Factor 1 - Shared Instructional Involvement

Item Number	Questionnaire Item	Factor Loading
13	Teachers contact me regularly to discuss work	.841
20	Teachers provide me with ideas to help my child	.784
12	I am encouraged to help with homework	.759
9	I am encouraged to visit classrooms	.716
10	Teachers think I have a contribution to make	.616
11	I am kept aware of my child's progress	.613
3	My child's teachers are very enthusiastic	.571
15	My child is encouraged by teachers to work hard	.552
14	My child's teachers stress academic achievement	.538
7	Encouraged to become involved in school activities	.496
17	My child has learned good study habits at school	.467

The second cohesive theme in the parents' assessment of the schools was their sense of the Organizational Effectiveness of the school. As shown in Table 6, this theme reflects the parents' sense of whether the rules at the school are clear, whether school purposes and priorities are clear, whether the school is a safe place, and a number of items assessing the extent to which teachers and principals are enthusiastic, supportive and encouraging to both children and their parents.

Table 6: All Parents Factor 2 - Organizational Effectiveness

Item Number	Questionnaire Item	Factor Loading
5	The rules of behavior at school are clear	.744
1	School purposes & priorities are clear to me	.662
4	I am confident my child is safe at school	.652
8	Teachers expect my child to graduate from HS	.645
6	My child takes pride in school, keeps it neat	.590
16	Principal expects all students to graduate from HS	.572
2	Child is encouraged to learn much and fast	.493
3	My child's teachers are very enthusiastic	.447
7	Encouraged to become involved in school activities	.428
10	Teachers think I have a contribution to make	.418
15	My child is encouraged by teachers to work hard	.416
14	My child's teachers stress academic achievement	.412

The third underlying theme in parental assessment of their schools is captured in the seven survey items that emphasize Academic Learning. As shown in Table 7, parents who feel that their children do homework three or more nights per week are also likely to believe that their children spend most of the school day working on academic materials, that good study habits are encouraged, and that children take pride in their schools.

Table 7: All Parents Factor 3 - Academic Emphasis

Item Number	Questionnaire Item	Factor Loading
19	My child does homework at least 3 nights/week	.818
18	My child spends day on reading/math/English/Soc St	.686
17	My child has learned good study habits at school	.553
15	My child is encouraged by teachers to work hard	.388
14	My child's teachers stress academic achievement	.368
6	My child takes pride in school, keeps it neat	.348
2	Child is encouraged to learn much and fast	.320

The existence of three independent factors within the parent survey indicates that parents have, three distinctive bases for identifying a school as outstanding. From the parents point of view, the best schools are those which are able to perform well on all three factors. Good schools, in short, are strong on shared instructional involvement, organizationally effective, and able to assure academic achievement for all children. Parents of special education students tend to see shared instructional involvement as the most important of these themes while parents of students in the regular program focus first on the academic emphasis of the school, followed by the school's organizational effectiveness.

The Unique Views of Special Education Parents

In addition to the twenty questions received by all parents, the parents of children in Resource Specialist Programs responded to twelve questions concerned exclusively with the services available to their own children. As with the twenty common questions, the special education parents tended to give these special programs a strong endorsement. In keeping with the requirements of Public Law 94-142, they agreed most strongly with the item which said, "I was encouraged to participate in my child's IEP meeting" (mean score 5.13). The same level of endorsement was offered to the item which read, "My child is getting a good education through the assistance provided by the special education program." (see Table 8). General agreement with these items should not, of course, obscure the fact that a small group of special education parents still do not feel encouraged to participate and are disappointed with the quality of their children's schooling.

Table 8: Survey of Spec Ed Parents - Mean Scores for All Items

Item Number	Questionnaire Item	Mean Score
21	I was encouraged to participate in IEP meeting	5.13
28	My child is getting good education through RSP	5.13
23	My child is doing better since participating in RSP	5.12
22	The IEP team listened to my comments	5.05
30	I feel I understand my child's IEP	4.99
32	My child enjoys attending special education classes	4.98
25	My child has friends not in special education	4.97
31	I know when my child's IEP will be reviewed	4.92
24	The RS teacher keeps me well informed re IEP	4.87
29	Special Ed teacher contacts me often about child	4.40
26	I have been encouraged to visit special ed classes	4.28
27	My child participates in school activities	3.88

Special education parents tend to feel that they are more often invited to participate in school decision making than their regular education counterparts. Their lowest score (mean = 3.88) was given to the item which read, "My child participates in many school activities held by the school that relate to school work." Thus, while they are more in touch with the school, they are less likely to feel that their children are fully engaged in academic learning activities.

Differences between regular and special education parents on four of the twenty common items reinforce this point. Special education parents gave substantially lower scores to the items which probed whether their children were expected to graduate from high school and whether homework was undertaken three or more nights per week. They gave substantially higher scores to the items that asked about whether parents are encouraged to help with homework and whether teachers initiate regular contact to discuss children's school work.

As with the twenty-item common parent survey, factor analysis of the twelve questions on the special education parents survey identifies two underlying evaluation themes. These themes are:

○Overall Program Quality , and

○IEP Process Effectiveness.

As shown in Table 9, the Overall Program Quality dimension is captured in nine of the twelve items. The most prominent item in this group is the one which reads, "My child is getting a good education through the assistance provided by the special education program." Other items involve keeping parents well informed and encouraging their participation in the schooling of their children.

Table 9: Spec Ed Parents Factor 1 - Overall Program Quality

Item Number	Questionnaire Item	Factor Loading
28	My child is getting good education through RSP	.753
24	The RS teacher keeps me well informed re IEP	.745
29	Special Ed teacher contacts me often about child	.737
26	I have been encouraged to visit special ed classes	.727
32	My child enjoys attending special education classes	.683
23	My child is doing better since participating in RSP	.675
30	I feel I understand my child's IEP	.669
27	My child participates in school activities	.659
31	I know when my child's IEP will be reviewed	.474

The second theme in special education parents' assessment of the schools concerns the development of Individualized Learning Plans. These items, listed in Table 10, emphasize parental involvement in preparation and implementation of this crucial part of the Resource Specialist Program. The concern with IEPs is dominated by the items that read, "I was encouraged to participate in my child's IEP meeting," and "The IEP team listened to my comments during the IEP team meeting."

Table 10: Spec Ed Parents Factor 2 - IEP Processes

Item Number	Questionnaire Item	Factor Loading
21	I was encouraged to participate in IEP meeting	.912
22	The IEP team listened to my comments	.904
31	I know when my child's IEP will be reviewed	.533
30	I feel I understand my child's IEP	.368
24	The RS teacher keeps me well informed re IEP	.352

How Satisfied Are Educators?

The educators surveyed (principals, vice principals, regular and special education teachers) did not respond to the parent survey questions, but were given their own 57-item survey of general and special education program operations.

Evaluations of the Regular School Programs

The 57 items can be separated, however, into those assessing overall school programs and operations, and those dealing with various dimensions of the Resource Specialist Program. The 23 items listed in Table 11 report professional educator judgments regarding overall school characteristics. The remaining 34 items asked educators to assess the performance of the special education programs at their schools. They are listed in Table 15.

Table 11: General School Survey - Regular Ed Item Mean Scores

Item No	Questionnaire Item	Mean Score
19	Recognition given to students for academic excellence	5.58
32	P and T's are mutually responsible for behavior standards	5.45
50	This school is a safe and supportive place to work	5.39
2	T's monitor student's work closely	5.30
17	The school is conducive to teaching and learning	5.30
28	T's assign homework regularly	5.29
6	P/VP available to discuss instructional issues	5.26
33	T's demonstrate collegiality and acceptance of each other	5.24
37	T's emphasize high standards of achievement for all	5.19
29	T's consistently enforce classroom rules and standards	5.16
27	T's provide equal opportunities for all students	5.15
34	Scores have improved because of the effective teaching	5.09
11	T's are committed to assessment and accountability	5.05
26	P minimizes interruptions during learning time	4.84
22	P communicates to parents/community about instruction.	4.83
5	T's pace instruction to challenge all S's	4.78
35	T's participate in making decisions	4.66
13	T's regularly allow time for interactive learning	4.61
9	T's modify materials to meet individual needs	4.53
8	Regular T's use flexible grouping with S's	4.52
24	T's encouraged to use test results to plan	4.41
21	P leads discussions of instruction and achievement	4.30
16	T's believe they can reach even the most difficult S's	4.12

As might be expected, the educators surveyed are even more positive in their assessments of the school than are the parents. The most enthusiastic agreement among the educators was given to the statement, "Praise and recognition are given to students for academic and educational excellence" (mean score = 5.58). Fewer than 1 percent of all educators disagreed with this statement.

Moderate to strong agreement was also recorded for twelve additional items ranging from, "The principal and teachers are mutually responsible for enforcing standards of student behavior" to "Teachers are strongly committed to continuous student assessment and accountability." Though still agreeing with the view expressed, educators were least strong in their endorsement of the item that reads, "Teachers believe that they have the necessary skills and abilities to reach even the most difficult students." In general, strongest support was recorded for statements reporting enthusiasm and dedication. Lower levels of agreement were reported for items dealing with student assessment, instructional planning and program flexibility.

Factor analysis of the general school program evaluation items indicates that professional educators evaluate school programs along three basic dimensions. As shown in Table 12, the first factor is composed of items clustering around Principal Leadership. The items in this factor identify various ways in which site level administrators support the program by close involvement with goals and operations of the program as well as through interactions with teachers, parents, and students. Examples include:

- The principal frequently communicates to parents and the community about the instructional program.
- The principal initiates and leads frequent discussions concerning instruction and student achievement.
- The principal/vice principal is available to discuss instructional issues related to this school.

Other items loading on this factor indicate that principals lend support to successful school programs by:

- allowing teachers to participate in decisions that affect their work,
- minimizing classroom interruptions,
- mutually reinforcing with teachers the standards of student behavior,
- encouraging teachers to use test results in instructional planning, and
- giving recognition to students for academic excellence.

Table 12: GSS Regular Ed Factor 1 - Principal School Leadership

Item No	Questionnaire Item	Factor Loading
22	P communicates to parents/community about instruction.	.777
21	P leads discussions of instruction and achievement	.772
6	P/VP available to discuss instructional issues	.730
35	T's participate in making decisions	.666
26	P minimizes interruptions during learning time	.598
50	This school is a safe and supportive place to work	.569
17	The school is conducive to teaching and learning	.538
32	P and T's are mutually responsible for behavior standards	.500
24	T's encouraged to use test results to plan	.420
19	Recognition given to students for academic excellence	.382
34	Scores have improved because of the effective teaching	.340
33	T's demonstrate collegiality and acceptance of each other	.300

A second dimension of school evaluation identified through factor analysis of the general school survey questions concerns the use of effective classroom practices. As shown in Table 13, fourteen survey items load significantly on this factor. The most prominent ones are those that read:

- ○Teachers consistently enforce classroom rules and standards of behavior.
- ○Teachers assign homework regularly.
- ○Teachers emphasize high standards of achievement for all students.

Table 13: GSS Regular Ed Factor 2 - Effective Classroom Practices

Item No	Questionnaire Item	Factor Loading
29	T's consistently enforce classroom rules and standards	.723
28	T's assign homework regularly	.669
37	T's emphasize high standards of achievement for all	.666
34	Scores have improved because of the effective teaching	.559
27	T's provide equal opportunities for all students	.554
33	T's demonstrate collegiality and acceptance of each other	.550
2	T's monitor student's work closely	.470
17	The school is conducive to teaching and learning	.464
19	Recognition given to students for academic excellence	.460
11	T's are committed to assessment and accountability	.447
50	This school is a safe and supportive place to work	.438
32	P and T's are mutually responsible for behavior standards	.381
5	T's pace instruction to challenge all S's	.373
13	T's regularly allow time for interactive learning	.303

Other items loading on this factor indicate that effective classrooms positively impact academic achievement. Teachers closely monitor student work, provide praise for academic excellence, assign frequent homework, give all students equal access to participate in classroom discussions, and are committed to continuous student assessment and accountability. The school is conducive to learning and teaching and teachers have a collegial relationship with one another.

The third common theme in educator assessment of school performance is their evaluation of Effective Teaching Strategies. As indicated on Table 14, teachers are seen as modifying instructional materials to meet the needs of individual students. A number of other effective teaching elements are also found. The most prominent items in this assessment factor are:

- ○Regular classroom teachers use flexible grouping patterns for working with students.
- ○Teachers regularly allow sufficient time for interactive learning.
- ○Teachers pace their instructional programs to challenge all students.

Table 14: GSS Regular Ed Factor 3 - Effective Teaching Strategies

Item No	Questionnaire Item	Factor Loading
9	T's modify materials to meet individual needs	.816
8	Regular T's use flexible grouping with S's	.784
13	T's regularly allow time for interactive learning	.666
5	T's pace instruction to challenge all S's	.659
11	T's are committed to assessment and accountability	.547
16	T's believe they can reach even the most difficult S's	.508
27	T's provide equal opportunities for all students	.426
2	T's monitor student's work closely	.423
24	T's encouraged to use test results to plan	.344
37	T's emphasize high standards of achievement for all	.343
21	P leads discussions of instruction and achievement	.306

Modifying instructional materials, flexible grouping patterns, time for interactive learning, and pacing are all things that teachers are seen to use in successful school programs of all types.

Evaluations of the Resource Specialist Programs

Overall mean scores for the 34 general school survey items aimed at assessing the performance of Resource Specialist Programs are shown on Table 15. Perhaps the most important piece of information on this table is the prominence given to the item which reads:

- Students with learning disabilities need special education services in the resource room to be successful in the regular classroom.

Professional educators throughout California are overwhelmingly convinced that resource rooms support classroom success for these special education students. Strong support was also voiced for the items affirming that:

- Teachers interact with parents about their childrens' progress including parents of learning disabled students.

- Teachers believe that students with learning disabilities can live productive lives upon completing their education.

- Teachers hold high expectations for all students, including students with learning disabilities.

At the other end of the spectrum, educators responding to this survey disagreed with five items. These items included:

- During the past school year, most of the resource specialists' time was devoted to assisting with school administrative responsibilities rather than with direct instruction.
- The provision of assistance to nonhandicapped students by the resource specialist interferes with services provided to students with learning disabilities.
- Teachers believe that students with learning disabilities require Resource Specialist Program services for not more than three years.
- More educational benefits could be derived for students with learning disabilities by having the resource specialist consult with the regular teacher than by providing direct instruction to the students.
- Teachers believe that students with learning disabilities would receive greater instructional benefits if resource specialist services were provided in the regular classroom setting.

These items make it abundantly clear that California educators endorse long-term student services through resource room support outside the regular classroom. Moreover, they believe that these needed services are currently being provided by resource specialist teachers.

Table 15: General School Survey - Special Ed Item Mean Scores

Item No	Questionnaire Item	Mean Score
7	LD students need services in resource room	5.37
1	T's interact with Parents, incl LD Parents	5.13
15	T's believe that LD students can live productive lives	5.08
42	T's hold high expectations for all, including LD students	5.00
54	School is preparing LD students to participate in community	4.95
55	LD students prepared to participate in democratic process	4.95
38	Instruction in social values is provided to LD students	4.91
53	T's ensure LD students participate in core curriculum	4.90
41	The program prepares LD students to get along with others	4.87
45	School is preparing LD students to live independently	4.86
43	Instruction in social interaction provided to LD students	4.86
12	P ensures materials and supplies for LD students	4.79
48	T's allow sufficient time for LD students' basic skills	4.70
36	The RS monitors curriculum implementation for LD students	4.62
57	Few S's return to Sp Ed after exiting the RSP	4.61
52	P/VP monitors curriculum for both regular and RSPs	4.61
40	P is highly visible, including in the RSP	4.57
47	T's use multiple assessment methods with LD students	4.55
14	T's work to find teaching strategies for LD students	4.51
18	T's believe that LD student will graduate from HS	4.50
56	Exited RSP students education are performing satisfactorily	4.44
4	P/VP serves as administrator for IEP meetings	4.38
3	T's believe that Sp Ed students can succeed	4.26
25	The RS assists regular classroom T's with LD curric	4.18
31	T's believe class size reduction more beneficial than RSP	4.09
51	P establishes curriculum priorities for the RSP	3.89
20	T's believe that LD students can succeed in college	3.70
30	The RS promotes the professional growth of regular T's	3.67
44	T's believe LD students benefit more in regular class	3.22
46	More for LD students when RS consult than by direct instr	3.09
39	T's believe that LD students need RSP for 3 yrs or less	2.88
10	Non-handicapped assistance interferes with LD services	2.30
23	Most of RS's time devoted assisting with administration	2.10

Factor analysis of the 34 special education items in the general school survey shows that evaluation of the California Resource Specialist Program is a multidimensional process. Respondents to this survey used seven distinct criteria for assessing these programs. The first concerns the Quality of Life Preparation made available to the learning disabled students. As shown on Table 16, twelve of the 34 items in this part of the survey play a role in the assessment of student Quality of Life outcomes. The factor starts with the item which reads:

○Instruction in social interaction skills is provided to students with learning disabilities.

Respondents who agree with this item also believe that the Resource Specialist Program is preparing students to participate in the community, to get along with others, to live independently and to participate in the democratic process. These outcomes are reached because instruction is provided in social values, and teachers hold high expectations for all students, allow time for basic skills instruction, ensure that LD students participate in the core curriculum and use multiple assessment and teaching strategies.

Table 16: GSS Special Ed Factor 1 - Quality of Life Preparation

Item No	Questionnaire Item	Factor Loading
43	Instruction in social interaction provided to LD students	.749
54	School is preparing LD students to participate in community	.748
41	The program prepares LD students to get along with others	.720
45	School is preparing LD students to live independently	.715
55	LD students prepared to participate in democratic process	.690
38	Instruction in social values is provided to LD students	.659
42	T's hold high expectations for all, including LD students	.597
53	T's ensure LD students participate in core curriculum	.549
48	T's allow sufficient time for LD students' basic skills	.535
47	T's use multiple assessment methods with LD students	.483
14	T's work to find teaching strategies for LD students	.377
15	T's believe that LD students can live productive lives	.360

The second special education assessment factor focuses on the extent to which teachers have Confidence in Learning Disabled Students. As shown on Table 17, this factor begins with the item affirming that:

○Teachers believe that most students with learning disabilities can succeed in college after graduating from high school.

While this item has a relatively low overall mean score (3.70), confidence in this area was associated with general confidence in LD students. Other key items loading on this factor were:

○Teachers believe that students with learning disabilities can live productive lives upon completion of their education.

○Teachers believe that most students with learning disabilities will graduate from high school.

○Teachers believe that special education students can succeed in the core curriculum.

These expectations for success are associated with confidence that teachers interact well with parents, work to find effective teaching strategies for LD students, hold high expectations for all students, and allow time for basic skills instruction in the school's core curriculum.

Table 17: GSS Special Ed Factor 2 - Confidence in Learning Disabled Students

Item No	Questionnaire Item	Factor Loading
20	T's believe that LD students can succeed in college	.696
15	T's believe that LD students can live productive lives	.682
18	T's believe that LD student will graduate from HS	.648
3	T's believe that Sp Ed students can succeed	.632
14	T's work to find teaching strategies for LD students	.515
1	T's interact with Parents, incl LD Parents	.442
42	T's hold high expectations for all, including LD students	.415
48	T's allow sufficient time for LD students' basic skills	.404
53	T's ensure LD students participate in core curriculum	.342

A third dimension of Resource Specialist Program assessment is related to the Principal's Leadership in Special Education. As shown in Table 18, five items cluster to form this factor. They include belief that the principal or vice principal set priorities and closely monitor curriculum implementation, that they are highly visible, participate in IEP meetings and ensure availability of materials and supplies for LD programs.

Table 18: GSS Special Ed Factor 3 - Principal Leadership in Special Education

Item No	Questionnaire Item	Factor Loading
52	P/VP monitors curriculum for both regular and RSPs	.757
51	P establishes curriculum priorities for the RSP	.713
40	P is highly visible, including in the RSP	.686
4	P/VP serves as administrator for IEP meetings	.632
12	P ensures materials and supplies for LD students	.623

Table 19 presents the factor loadings for the fourth special education assessment theme. This factor, linking RSP and Regular Instruction, is focused on serving LD students within a regular classroom setting. Key items include:

○Teachers believe that students with learning disabilities would receive greater instructional benefits if resource specialist services were provided in the regular classroom setting.

○More educational benefits could be derived for students with learning disabilities by having the resource specialist consult with the regular teacher than by providing direct instruction to students.

○Teachers believe that reduction of class size would be more beneficial to help students with learning disabilities succeed in regular education classes than services from a Resource Specialist Program (RSP).

A negative loading on this factor is associated with the item which reads:

○Students with learning disabilities need special education services in the resource room to be successful in the regular classroom.

This negative loading means that educators who advocate integrating services into the regular classroom setting tend to reject the importance of resource room instruction.

Table 19: GSS Special Ed Factor 4 - Linking RSP and Regular Instruction

Item No	Questionnaire Item	Factor Loading
44	T's believe LD students benefit more in regular class	.757
46	More for LD students when RS consult than by direct instr	.754
31	T's believe class size reduction more beneficial than RSP	.605
39	T's believe that LD students need RSP for 3 yrs or less	.425
23	Most of RS's time devoted assisting with administration	.321
7	LD students need services in resource room	-.419

The fifth independent dimension for assessing special education programs is shown on Table 20. As this table indicates, three items from the questionnaire make up this Resource Specialist Professionalism assessment factor. These three items are:

○The resource specialist teacher promotes the professional growth of regular education teachers through the provision of staff development training.

○The resource specialist teacher assists the regular classroom teachers with modification of the curriculum for students with learning disabilities.

○The resource specialist monitors curriculum implementation for students with learning disabilities.

Professionalism of this sort is associated with an overall approval of the Resource Specialist Program and a belief that it is improving the total educational program of a school.

Table 20: GSS Special Ed Factor 5 - Resource Specialist Professionalism

Item No	Questionnaire Item	Factor Loading
30	The RS promotes the professional growth of regular T's	.724
25	The RS assists regular classroom T's with LD curric	.720
36	The RS monitors curriculum implementation for LD students	.709

Two questionnaire items make up the Student Exit Status factor shown on Table 21. As seen in this table, educators appraise Resource Specialist Programs by noting whether:

- ○Few students return to special education after exiting the Resource Specialist Program.
- ○RSP students who have exited into regular education classes with no further need for special educating services are performing satisfactorily in the academic areas.

These two exit assessments provide educators with a way of evaluating whether RSP programs are having long-term success with students. Generally, there is a positive feeling that these valued outcomes are being produced by schools in California.

Table 21: GSS Special Ed Factor 6 - Student Exit Status

Item No	Questionnaire Item	Factor Loading
57	Few S's return to Sp Ed after exiting the RSP	.779
56	Exited RSP students education are performing satisfactorily	.709

The last factor for Resource Specialist Program assessment, shown on Table 22, consists of four questionnaire items that measure Service Concentration for learning disabled students. The items loading heavily on this factor include:

- ○The provision of assistance to nonhandicapped students by the resource specialist interferes with services provided to students with learning disabilities.

- During this past school year, most of the resource specialist's time was devoted to assisting with school administrative responsibilities rather than with direct instruction.

- Students with learning disabilities need special education services in the resource room to be successful in the regular classroom.

- Teachers believe that students with learning disabilities require Resource Specialist Program services for not more than three years.

Obviously, increasing scores on these items would be associated with a decreasing level of support for the Resource Specialist Program.

Table 22: GSS Special Ed Factor 7 - Service Concentration

Item No	Questionnaire Item	Factor Loading
10	Non-handicapped assistance interferes with LD services	.658
23	Most of RS's time devoted assisting with administration	.577
7	LD students need services in resource room	.493
39	T's believe that LD students need RSP for 3 yrs or less	.334

Support for Professional Staff Development

Principals and teachers were both asked a series of questions regarding the nature of their staff development experiences. These questions were divided into two parts. The first determined the type and quantity of staff development experiences that these individuals participated in, while the second generated ratings of their quality.

The most frequent kind of in-service, across all respondent groups, dealt with some aspect of language including: reading, teaching language, and teaching LEP students. Staff members reported attending an overall average of more than two in-services on this topic during the past year. The second most frequently encountered in-service typically dealt with techniques for teaching mathematics. Most attendees reported participating in about two such sessions per year, though more were reported for high school principals and regular education teachers than any others. Classroom management techniques, including strategies for working with high risk students, were the subjects of the third most frequently attended in-services. Just under two in-services per year were reported on these topics.

Respondents indicated a nearly equal distribution of locations for in-service activities. The fewest number of in-services were hosted at State Department of Education Facilities and at SELPAs. Most were hosted by either the local school or the district office. Seminars at the county offices were ranked between the other locations, with an average of three in-services attended there each year. When reporting preferences, staff indicated equal appreciation for activities hosted at the local school, district office, county office, and SELPA. In-services held at the SDE were viewed less positively. Overall location of in-service training activities had little impact on staff appreciation for program quality. Elementary principals expressed the most enthusiasm for in-service efforts. Next most enthusiastic were high school principals. High school teachers in both the regular and special education programs were the least satisfied. Elementary school teachers in the regular program expressed an average degree of satisfaction with in-service efforts.

Ratings of the quality of the in-services were extremely uniform and generally positive. Agreement was strongest on the mechanics of the conduct of the in-service (place and time, objectives, and utility), with most respondents "moderately agreeing" with questions on these objectives. Ratings of the quality of the in-services were somewhat lower, averaging in the range "sometimes agree" to "moderately agree" regarding the positive aspects of the activities. School staff indicate clearly that, while the in-services are relatively well organized and executed, they only somewhat achieve their objectives. Least agreement was expressed in response to a question regarding the availability of follow-up support from in-service activities. Respondents state that only sometimes is such support available.

Table 23: Staff Development Survey - Mean Scores for All Items

Item Number	Questionnaire Item	Mean Score
4	The objectives of the in-service were clear	4.95
7	Adequate attention was given to arrangements	4.95
3	The inservice was linked to school program goals & obj	4.93
1	The overall quality of the in-service was high	4.61
2	The content of the in-service was very meaningful	4.53
5	The in-service was very beneficial	4.48
6	My expectations and needs were met	4.33
8	Follow-up support for in-service activities was avail	4.15

Reports of Resource Specialist Teachers Time Commitments

The principals and special education teachers from both the elementary and high schools were asked, on the Resource Specialist Functions Survey, to describe the relative amount of time that the resource specialist devotes to a number of different activities. The overall results from this survey indicate the following distribution of resource specialist work effort (as a percentage of total time):

Table 24: Resource Specialist Functions Survey - Mean Scores for All Items

Direct Contact with Students	59.12%
Assessment of Students	8.83%
Preparation for Teaching	8.15%
Consultation with Regular Teachers	7.85%
Modification of Materials	4.67%
Student Study Team Participation	4.60%
Administrative Duties	3.25%
General Supervision of Students	2.14%
Other Resource Specialist Functions	1.39%

While there is some variation among respondent groups (see Appendix B), the overall results are strikingly clear. Resource specialists devote just under two-thirds of their time to direct interaction with students. Preparation for that interaction, including assessment of student needs, direct preparation for teaching, and modification of materials, accounts for approximately another twenty-two percent. The remaining twelve percent of time is dedicated to the conduct of non-instructional tasks, including: consultation with regular teachers, student study team participation, administrative duties, and the general supervision of students.

Given the largely individualized nature of providing special education services, these findings are not at all that unusual. The resource specialist must devote time not just to delivery of a standardized curriculum but to insuring that the curriculum is tailored, whenever possible, to the individual needs of the particular students. Such tasks require a background knowledge of the student, which can only be garnered from direct observation of the student as well as consultation with others who are familiar with their abilities. Once that evaluative process has been completed, the materials necessary to incorporate that instruction into a package suitable for that student can be assembled. In order for the process to work over the long run, this process must be repetitive with frequent feedback for quick interpretation and action.

Reports of Resource Specialist Teachers Instructional Activities

In addition to questions concerning the amount of time the resource specialist devotes to each of several broad activities, principals and special education teachers were asked to describe the frequency of use of several different instructional strategies. For this purpose six different instructional strategies were identified: interactive discussion, cooperative/team learning, worksheets/textbook exercises, role playing/simulation, multi-media instruction, and individual seat-work. These activities were then characterized as occurring in one of two possible settings, either in a regular classroom or in a special "pull-out" session. Also of interest was whether the instruction was given to a whole class as a group, only to a single student one-on-one, or to a small group of students. The overall results from these items were:

Table 25: Resource Specialist Program Survey - Mean Scores for All Items

Strategies	Weight of Strategies by Setting In-Class	Pull-Out	Total
1. Interactive Discussion	6.70	17.82	24.53
2. Cooperative/Team Learning	5.16	10.77	15.94
3. Worksheet/Textbook Exercises	6.83	14.90	21.73
4. Role Playing/Simulation	1.68	3.92	5.61
5. Multi-media Instruction	3.08	8.47	11.57
6. Individual Seat-work	6.38	14.22	20.62

Grouping Characteristic	Weight of Characteristic by Setting In-Class	Pull-Out	Total
1. Whole Class Instruction	12.84	13.42	26.26
2. One-to-One Instruction	6.66	27.55	34.22
3. Small Group Instruction	8.38	31.12	39.52

Pull-out strategies are clearly favored by the respondents almost two to one over strategies that involve in-class work. When in-class instruction is offered, there is an almost equal utilization of all of the instructional strategies with the exception of role playing/simulation and, to a lesser degree, multi-media instruction. These two techniques are also infrequently used in pull-out session, suggesting that teachers find these methods less useful than the other four regardless of the setting. Among the remaining four strategies there is a virtual equal separation between the use of student-teacher interactive strategies and those strategies that are performed by the student singly.

Instructing the class as a whole is the grouping technique most frequently used during in-class session, while small group or one-to-one techniques are most often used in pull-out sessions. Given the sizes of most typical classrooms in California's schools today, and the usually smaller sizes of pull-out groups for special education instruction, the methods selected for the different settings pose little surprise (for a complete treatment of the class size issue see "How Changing Class Size Affects Classrooms and Students" by Douglas Mitchell, Cristi Carson, and Gary Badarak, May, 1989, California Educational Research Cooperative, University of California, Riverside, California).

How Successful is the Resource Specialist Program?

Two sections of the Triennial Evaluation survey were directed to the question of how successfully students with learning disabilities are being prepared to leave school and make a transition to adult life. The first concerns the criteria used to determine whether a student with learning disabilities no longer needs special education services from the Resource Specialist Program, exiting to a regular education program. The second section queried high school teachers and administrators about how well students with learning disabilities are being prepared to be productive citizens after they transition from high school.

Criteria for Exiting to a Regular Education Program

The Exit Criteria Survey asked educators to weight eleven potential assessment criteria according to their relative importance in making the decision to return a student to the regular school program. A total of 100 points was distributed by each respondent among the eleven criteria (or assigned to an "other" criterion). Although all criteria were given statistically significant weights, the most heavily weighted criterion, "Improved Reading Skills" (with an average of 16.65 points) was ranked nearly 4-1/2 times more important than the lowest ranked criterion (Discrepancy Criteria, with a weight of 3.72). As shown in Table 26, Improved Self-Concept and Improved Classroom Behavior were ranked nearly as high as improved reading (with weights of 12.24 and 11.52 respectively). Adjustment items and increased commitment to homework were given relatively low weights -- less than half that given to reading improvement.

Table 26: Exit Criteria Survey - Mean Scores for All Items

Improved Reading Skills	16.65
Improved Self-Concept	12.24
Improved Classroom Behavior	11.52
Improved Computation Skills	9.87
Improved Communication Skills	9.75
More Desire to Learn	8.52
Time on Task Adjustment	8.35
Improved School Adjustment	6.62
Improved Social Adjustment	6.40
More Commitment to Homework	4.80
Discrepancy Criteria	3.72
Others	1.56

Success in Student Preparation for Adult Life Transition

Mean scores on the eleven questions asked of high school teachers and principals regarding the preparation of LD students for transition to adult life are reported in Table 27. Broadest agreement was elicited to the item which asked whether:

○Vocational teachers at this school have practical experiences in the occupational fields they are instructing.

Though most tended to agree, many respondents did not feel that:

○Job-skill training is articulated throughout the school curriculum.

Table 27: Transition Skills Survey - Mean Scores for All Items

Item Number	Questionnaire Item	Mean Score
1	Vocational teachers have experience in field	5.02
10	Consumer education is included in LD curriculum	4.61
11	Financial skills are included in LD curriculum	4.48
4	LD student curriculum stresses employment skills	4.44
3	Business community helps with LD student employment	4.43
9	Job-interview training is provided for LD students	4.40
2	The principal supports a job-specific curriculum	4.25
5	Work support programs are available for LD students	4.23
8	Job-specific training is provided for LD students	4.20
7	LD students understand required career skills	4.06
6	Job-skill training is throughout school curriculum	3.86

Items inquiring about whether LD students received consumer education, instruction in financial matters, specific employment skills and job-interviewing training were given moderately positive scores in the 4.20 to 4.61 range.

As with the General School Survey questions, responses to this instrument were subjected to factor analysis to determine whether educators had common themes in the assessment of transition program elements within their special education programs. Two significant factors were identified. They were:

○Job Training, and

○Support for the Training Curriculum.

The first factor of this survey is composed of items stressing specific Job Training activities. All of the teachers and administrators viewed the special education programs for the disabled as containing either Job Training or a Job Training focus. The curriculum includes consumer education and financial skills. The programs emphasize the skills essential for maintaining employment, with students taught to understand the skills that are required to succeed in their career choices. Training in interviewing for a job is also included.

The second factor extracted from this survey is composed of a set of items that talk about External Support for the Curriculum. The items on this factor include principals' support for the curriculum as well as general support for job-training throughout the curriculum, the availability of community programs for students with work-related problems, and the cooperation of businesses in finding work for program participants.

Learning Disabled Students' Performance on the CAP Test

Resource Specialist Program students were included in the annual testing of public education students prior to the 1988-1989 school year. The 1987-88 test results were the first ones, however, in which the scores of these students were available for analysis separate from the regular student population. Examination of these scores shows that learning disabled students tend to score lower across the tests than their regular education counterparts. Statewide average CAP scores for these students were:

Table 28: Statewide Mean CAP Scores for Learning Disabled Students

Grade	Reading	Writing	Math	History	Science	Avg
3	183.41	193.36	206.87			194.59
6	175.27	194.48	188.25			186.00
8	128.83	134.57	152.46	148.74	178.55	148.63
Average	161.24	173.04	181.00	147.74	178.55	175.29

The statewide mean scores for all students during the same period were:

Table 29: Statewide Mean CAP Scores for All Students

Grade	Reading	Writing	Math	History	Science	Avg
3	285.14	286.24	284.19			285.19
6	271.28	277.49	274.32			274.37
8	258.70	268.10	267.82	259.00	270.13	264.75
Average	275.01	279.58	277.44	259.00	270.13	277.32

Analysis has shown that all students achieve a statewide mean of approximately 277 and an average standard deviation of 40 points, while learning disabled students only achieve a CAP score mean of approximately 175 with an average standard deviation of about 30 points. Statistical comparisons make it clear that learning disabled students are mostly performing in the bottom one-half of one percent of all students tested. In fact, more than twenty-five percent of all LD/RSP classes score below one-tenth of one percent of all classes in the state. These findings are illustrated in the graphs of LD/RSP school average scores compared to all school averages given in Figures 1, 2, and 3.

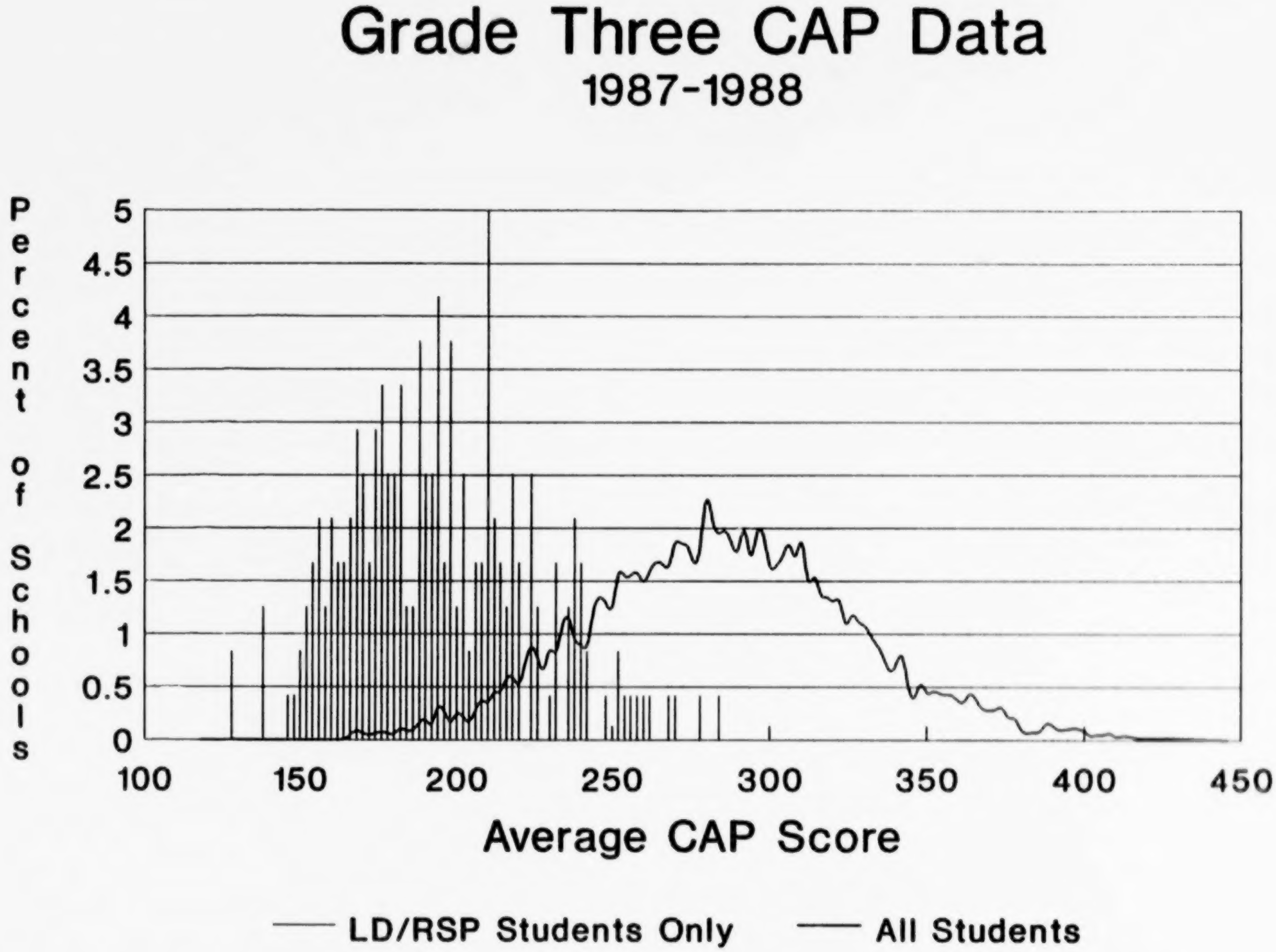


Figure 1: Grade Three CAP Data for 1987-88

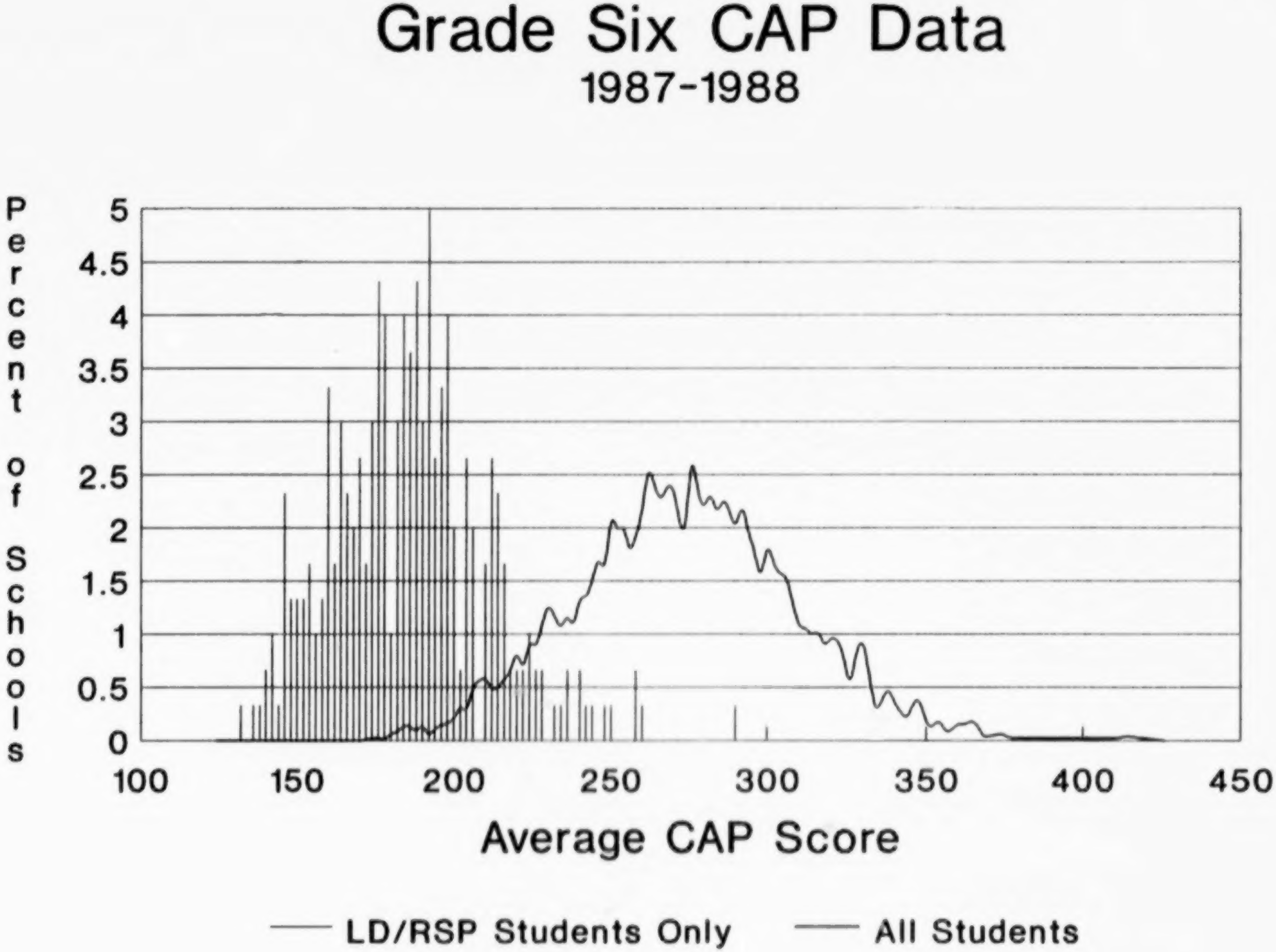


Figure 2: Grade Six CAP Data for 1987-88

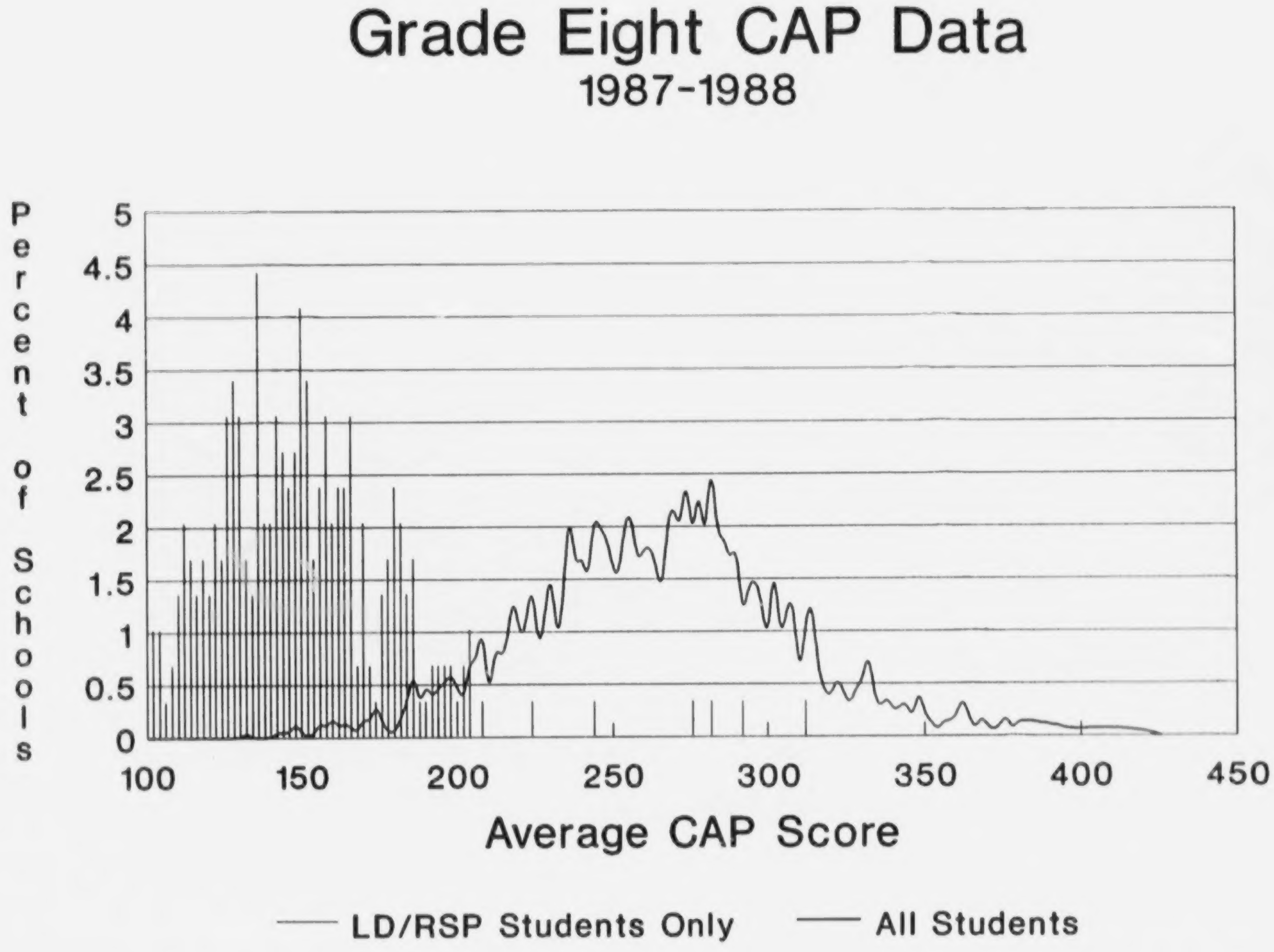


Figure 3: Grade Eight CAP Data for 1987-88

As can be seen from these graphs, LD/RSP students score approximately 2.2 standard deviations below the mean on each of the CAP testing grade levels. CAP scores are not separately scaled for learning disabled students. The scores reported reflect the achievement of these students relative to all students in the state, not just those from learning disabled programs. On that basis there is no question that these students are not performing as well as others. There is, however, a question regarding whether CAP scores are an adequate measure of achievement for this group of students.

Two problems exist. First, since they are not developed for the learning disabled population, CAP tests may not be a measure of the true abilities of these students. Scores clustering near the lower end of the testing range, as these students' CAP scores do, show a "floor effect" that reduces the discrimination that could be made between students of truly differing abilities. Unfortunately, there is no mathematical way for this effect to be corrected. Second, the CAP test is a matrix test. Each individual test has a few questions drawn from a large pool of items. While this keeps total testing time to a minimum, each student in a typical class responds to different test questions. While this method of item selection would not matter in a larger class (one closer to the typical California class size of thirty students) it can create sampling problems in small classes. To guard against response bias, the State Department of Education does not publish CAP results for classes of fewer than fifteen students.

Many of the Triennial Evaluation survey schools had only a few identified learning disabled students. Very few schools reported thirty or more learning disabled students in a single grade. These data were calculated using only schools with fifteen or more students for both the learning-disabled group and the all-students group. It should be noted, however, that including schools with fewer students does not change these conclusions; instead, it only somewhat increase the standard deviation of each distribution without significantly altering their means.

There is a wide spread of scores across LD/RSP classes, ranging as much as 4.5 standard deviations. One possible explanation for the difference in test scores may result from the standards used to identify students for admission to the LD/RSP programs. The extreme low scores associated with this group suggests that students formerly classified as mentally retarded may now be assigned to these classes.

Factor analysis of the learning disabled CAP results indicated that CAP scores are highly correlated across subject areas. Performance in one sub-area of the test is a very accurate predictor of performance in the other sub-areas. For this reason the sub-area scores were aggregated to produce a single CAP average score for each school, representing the overall general achievement of the learning disabled students in that school in order to test the relationship between learning disabled student achievement and surveyed characteristics of the RSP programs.

Predicting CAP Achievement and RSP Program Operations

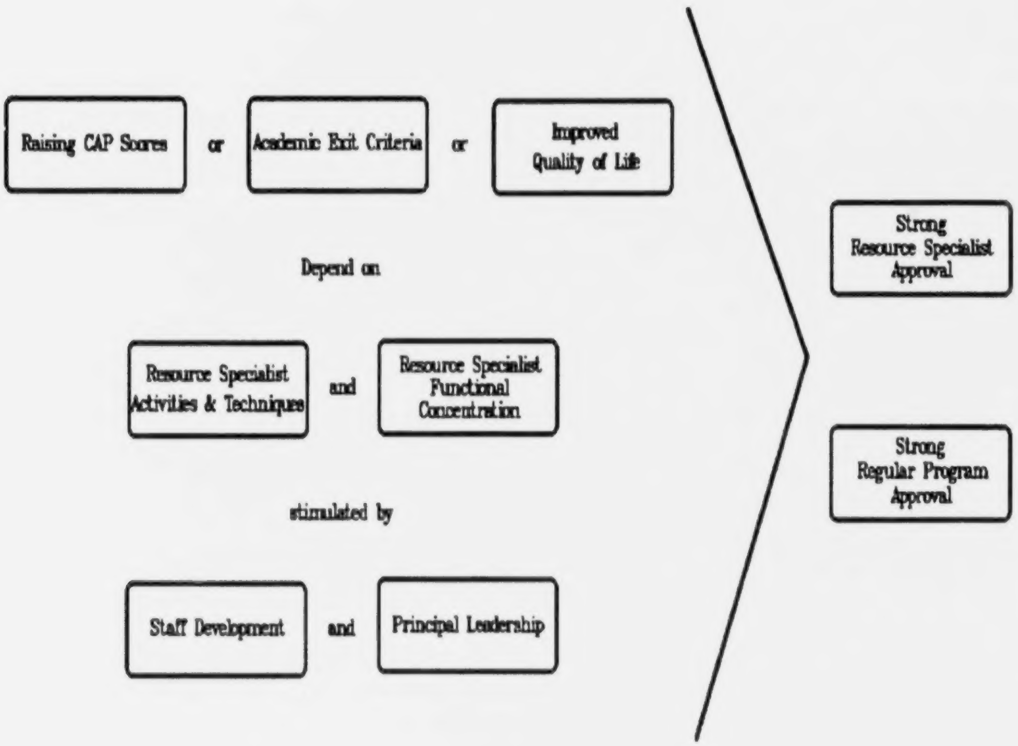
The overall picture of California's Resource Specialist Programs is reasonably clear in the independent analyses of key sub-sections of the Triennial Evaluation Survey reviewed in previous sections of this report. There is broad parental support for both regular school programs and the services provided to learning disabled students. Professional educators, including principals and regular classroom teachers, as well as the resource specialists, also believe that the RSP programs are effectively meeting the needs of these special education students. Operationally, the professional educators:

- report good staff development programs, endorse the use of pull-out services for LD students,
- believe that improved academic skills serve as the primary criteria for returning students to regular classrooms,
- report substantial use of textbook/seatwork instructional activities, and
- indicate that resource specialist teachers spend less than 4 percent of their time performing administrative work.

While these common themes are unmistakable, there is considerable variability in the Triennial Evaluation Survey data. Hence, it is appropriate to ask whether the highest achieving RSP programs receive significantly more positive appraisals, or whether specific operational characteristics are responsible for their relatively high performance. To examine these questions, survey responses and CAP achievement data must be associated with individual school programs. Since CAP data are only reliable when all students in a single class or school are averaged together, the needed association is created by averaging all survey responses for each of the 429 schools included in the Triennial Evaluation study. After eliminating all schools with fewer than seven LD students reporting CAP scores, a total of 192 schools had sufficient data for analysis.

Conceptually, the analysis of this school level data can be diagrammed as follows:

Figure 4: Conceptual Organization of the RSP Factors


Raising CAP Scores
or
Academic Exit Criteria
or
Improved Quality of Life
Depend on
Resource Specialist Activities & Techniques
and
Resource Specialist Functional Concentration
stimulated by
Staff Development
and
Principal Leadership
Strong Resource Specialist Approval
Strong Regular Program Approval

On the top of the figure are shown three possible goals for California's Resource Specialist Programs. At the extreme left is the widely held goal of increasing student achievement as measured by the CAP tests. If this goal is reached, RSP students would perform like their regular program classmates on tests of academic achievement. A second possible goal, equally academic in emphasis, would be to provide the learning disabled students with sufficient academic and social support to enable them to overcome their limitations and return to regular classrooms. This goal would be reflected in the Triennial Evaluation Survey data when respondents report that academic outcomes are heavily weighted in the exit criteria used to reassign students previously identified as learning disabled. The third possible goal for the RSP would be to accept the limited ability of RSP students to perform traditional academic tasks and to concentrate instead on preparing them with such other qualities of life as democratic participation, holding a job, independent living and getting along with others. These quality of life goals are embodied in the General

School Survey factor we have called Quality of Life Preparation. Success on this goal would be reflected in strong professional judgments that the RSP programs are providing these critical social and work skills to the learning disabled students.

Presumably, the strongest RSP programs receive the highest approval ratings. These ratings should reflect a combination of: (1) program support through principal leadership and high quality staff development, (2) effective program operations as measured by more appropriate resource specialist task emphasis, and (3) more academic achievement for students measured in higher CAP scores, or more academic achievement on the criteria for exit from the program, or a higher perceived improvement in the student's quality of life.

Support for the Goal of Raising CAP Scores

How well do the Triennial Evaluation Survey data fit this conceptualization? Table 30 examines the first goal -- raising performance on the CAP test. This table displays the level of correlation between average CAP scores and the various factors listed in Figure 4. All of the listed correlations are statistically significant except those linking principal leadership to CAP achievement. The size of the correlations is rather modest, however, suggesting that most of the variations in reported CAP scores cannot be explained from the survey data.

Table 30: Correlations Between Survey Data and LD-CAP Scores

Survey Response Factors	Data From	Correlation Coefficient
Exit Criteria		
Improved Computational Skills	(Spec & Prin)	+.20
Improved Social Adjustment	(Spec & Prin)	-.18
Resource Specialist Task Emphasis		
In-Class, rather than Pull-Out	(Spec & Prin)	-.27
Small Group/one-on-one Instruction	(Spec & Prin)	+.25
Staff Development		
Overall Quality	(Educators)	+.23
Principal Leadership		
In Regular School Programs	(Educators)	+.16 (ns)
In Special Education Programs	(Educators)	+.04 (ns)
Resource Specialist Program Approval		
Confidence in LD Students	(Educators)	+.32
Overall Program Quality	(Parents)	+.19
General School Program Approval		
Effective Classroom Practices	(Educators)	+.28
Effective Teaching Strategies	(Educators)	+.22
Shared Instructional Involvement	(Parents)	+.26
Organizational Effectiveness	(Parents)	+.24

NOTE: All values larger than .17 are statistically significant

The exit criteria correlates are interesting and a bit unexpected. The two significant correlations do not support the view that RSP programs placing more emphasis on academic exit criteria will return high performing students to regular programs and thus lower the average achievement of the remaining LD identified students. Instead, greater emphasis on computational skills is correlated with increased CAP scores while more reliance on social adjustment exit criteria accompanies lowered CAP scores. Such results suggest that programs with a strong academic emphasis raise CAP and encourage reliance on academic criteria for RSP exit. Thus the RSP, like other school programs, seems to be responding more to overall cultural or school climate characteristics than to the technical elements of test score assessment and student placement.

Two components of the resource specialists' tasks are significantly correlated with CAP scores. The first is surprising and appears at odds with current policy directions. Put simply, the more time resource specialists spend in regular classrooms (rather than serving students with ancillary "pull-out" services), the lower the school's CAP scores. The second task emphasis correlate follows conventional wisdom -- more time devoted to small group and one-on-one instruction for LD students yields higher CAP performance.

As expected, where educators give high marks to the staff development programs available in their schools student achievement is higher. Principal leadership behavior, on the other hand, is not significantly related to CAP achievement for LD students. The direction of the correlations for the principal leadership factors shown on Table 30 is in the expected direction but they fall short of statistical significance.

Two dimensions of the RSP evaluation predict CAP improvement. The first is educator judgments that teachers have confidence in the ability of the LD students to succeed in both academic and non-academic pursuits. It is quite possible, of course, that this confidence is the result of higher student CAP scores rather than its is cause. The available data simply do not permit us to determine whether the widely recognized factor of high expectations works to improve LD student performance, but there is no reason to suspect that this is not the reason for this correlation. Similarly, parents give special education programs higher overall approval ratings when CAP scores are relatively high.

General school program approval is positively related to CAP scores in four specific areas. Educators report greater use of effective classroom practices and more frequent use of effective teaching strategies in schools with high CAP scores. Parents, not asked to assess professional practices, reported that schools with higher CAP scores give more attention to overall shared instructional involvement and are more likely to be characterized by organizational effectiveness.

All of the factors shown on Table 30 were used in a multiple regression analysis to determine the extent to which overall CAP scores can be predicted using all factors simultaneously.

As shown in Table 31, only three factors make substantial independent contribution to the CAP score predictions. These are:

- ○The extent to which professional educators are confident in the ability of the LD students to be successful,
- ○The extent to which the resource specialists work in regular classes rather than providing ancillary "pull-out" services, and
- ○The extent to which educators report that resource specialists use effective classroom practices in the operation of their programs.

Table 31: Summary Predictors of CAP Score

Factor Description	Influence (β)
Confidence in LD Students	+.32
Percent of in-class Instruction	-.24
Effective Classroom Practices	+.19
Total Explained Variation	18.8%

Taken together these factors explain just 18.8 percent of the school to school variation in CAP achievement. Over eighty percent of the variability in test results remains to be accounted for by factors not covered in the Triennial Evaluation Survey. It is not hard to guess what some of these factors might be. Family socio-economic status and general home conditions, not addressed in this survey, are widely recognized as major factors influencing student achievement. Furthermore, the potential error due to inaccuracies in the CAP test (previously described) make it difficult to be confident in the results of this multiple regression analysis. Despite these cautionary notes, however, it does appear that positive actions taken by school professionals (recognized by parents) can increase the CAP scores of LD students.

Support for the Goal of Academic Exit Criteria

Table 32 presents the correlations between various survey factors and the amount of attention given to reading and computation skill improvement of students who are being considered for reassignment to regular classrooms. As with the CAP score correlates, these correlations are statistically significant but quite small. Notice that, despite a modest correlation between reported emphasis on reading and computation (a correlation of only about .30). These two exit criteria are supported by the same school and program features. Resource specialists who emphasize small group or one-on-one instructional strategies, and who have larger than average amounts of direct student contact, work in schools reporting more emphasis on these academic exit criteria. (The larger amount of direct instruction appears to be taken from general student supervision time which is negatively correlated with the academic exit criteria emphasis).

Table 32: Correlations Between Survey Data and Reading & Math Exit Criteria

Survey Response Factors	Data From	Correlation Coefficients	
Resource Specialist Task Emphasis		READ	MATH
Small Group/one-on-one Instruction	(Spec & Prin)	+.20	+.20
Direct Student Contact Time	(Spec & Prin)	+.20	+.12
General Student Supervision Time	(Spec & Prin)	-.21	-.12
Staff Development		No Relationship	
Principal Leadership		No Relationship	
Resource Specialist Program Approval			
Linking RSP to Regular Programs	(Educators)	-.19	-.22
IEP Process Effectiveness	(Parents)	-.18	-.10
RSP Service Diffusion	(Parents)	+.18	+.11
General School Program Approval			
Effective Teaching Strategies	(Educators)	+.15	+.27
Shared Instructional Involvement	(Parents)	+.24	+.19
Academic Emphasis	(Parents)	+.11	+.19

NOTE: All values larger than .17 are statistically significant

Somewhat surprisingly, there are no significant relationships between staff development program quality or principal leadership behavior and the emphasis on reading and computational achievement for LD students.

Educators find that programs with heavy academic exit criteria are less closely linked to the regular school program (apparently so that more attention can be given to providing ancillary reading and mathematics instruction). Curiously, the educators associate high academic emphasis in the programs with higher diffusion of the resource specialists time and effort throughout the school. Perhaps this is the result of the fact that academically oriented resource specialist teachers like to work more closely with teachers and students in the regular program. Parents link increased emphasis on academic exit criteria with a less satisfactory overall operation of the IEP process. This may well be due to the fact that special education parents tend to value child development over academic competition.

When assessing the regular school programs in those schools with high emphasis on academic exit criteria, educators see greater use of effective teaching strategies. Parents see the academic emphasis, but also see an increased attention being given to developmental aspects of the program.

Table 33 shows what happens when the factors listed on Table 32 are used in a multiple regression to predict emphasis on reading and computation criteria for exit from RSP programs. At most, 15.3 percent of the variance in reading emphasis and 10.8 percent of the variance in computational skill emphasis can be explained by these variables. Once again, we are left with the unsettling conclusion that statistical links, while reliable, are too weak to account for most of the variations in this critical aspect of California's learning disabilities programs.

Table 33: Summary Predictors of the LDE Factors

Factor Description	Influence (β)
Predicting LDE2: Improved Reading Skills	
IEP Processes	-.26
Shared Instructional Involvement	+.25
Resource Specialist Professionalism	-.17
Linking RSP & Regular Instruction	-.15
Total Explained Variation	15.3%
Predicting LDE4: Improved Computation Skills	
Linking RSP & Regular Instruction	-.23
Effective Teaching Strategies	+.19
Total Explained Variation	10.8%

Support for the Goal of Improved Quality of Life Outcomes

The third possible goal for California's Resource Specialist Programs, as shown in Figure 4, is the improvement of each LD students Quality of Life Preparation. Table 34 presents the correlations between various survey factors and the General School Survey factor reporting the degree to which each school emphasizes these quality of life preparation tasks. A quick glance at the table reveals that more of the variance in the ability of schools to pursue this goal can be explained with the survey data. The most powerful predictor of increased emphasis on Quality of Life Preparation is the development of general school programs that emphasize effective classroom practices. Apparently concentration on the non-academic needs of learning disabled students is a natural by-product of aggressive high quality school performance in other areas.

Table 34: Correlations Between Survey Data and Quality of Life Prep

Survey Response Factors	Data From	Correlation Coefficients
Resource Specialist Task Emphasis		
Student Study Team Participation	(Spec & Prin)	+.13
Interactive Instruction Techniques	(Spec & Prin)	+.16
Staff Development		
Overall Program Quality	(Educators)	+.33
Principal Leadership		
Regular Program Leadership	(Educators)	+.23
Resource Specialist Program Approval		
Linking RSP to Regular Programs	(Educators)	-.17
Resource Specialist Professionalism	(Educators)	+.15
General School Program Approval		
Effective Classroom Practices	(Educators)	+.46
Shared Instructional Involvement	(Parents)	+.21

NOTE: All values larger than .17 are statistically significant

Parents give higher marks for shared instructional involvement in schools where there is a strong emphasis on quality of life preparation for LD students. Somewhat surprisingly, there are no significant correlations between either resource specialist task emphases or educator and parent assessment of the special education programs in schools with higher emphasis on quality of life preparation. (A few correlations that fall just below significance are in the expected direction -- more time spent in student study teams and the use of interactive instructional strategies may be related to quality of life instructional goals. Similarly, greater resource specialist professionalism and more separation of the RSP from regular education programs may be qualities associated with this emphasis).

Not surprisingly, staff development effectiveness and principal leadership activities do have a significant impact on the development of the quality of life approach to special education.

Table 35 presents the multivariate regression results associated with the correlations reported in Table 34. As expected, this table shows that the evaluation survey data is most effective in predicting this aspect of the RSP programs in California schools.

Table 35: Summary Predictors of Quality of Life Prep

Factor Description	Influence (β)
Effective Classroom Practices	+.51
More Commitment to Homework	-.19
Confidence in LD Students	-.38
Principal School Leadership	+.44
Principal's Leadership in Sp Ed	-.32
Effective Teaching Strategies	+.30
Total Explained Variation	38.0%

Differences Among Respondent Groups

While the dominant message of the Triennial Evaluation survey is one of broad-based support and appreciation for California's Resource Specialist Programs, individual respondents differ substantially in their assessment of schools and programs. As expected, one source of difference lies in the fact that program characteristics and operations vary from school to school. As described previously, however, school to school variations account for only a small part of the respondent differences. A second source of divergent evaluation judgments comes from the specific role occupied by each respondent. It has long been recognized that teachers and administrators differ on a number of important educational issues, specialist teachers and regular teachers also differ in their assessments of the special education programs under study here.

As noted above, the twenty-item parent survey found important differences between the parents of learning disabled children and those whose children are in regular school programs. This section explores the differences in viewpoint separating the various educator groups. Eight educator groups responded to questions about the "exit criteria" used to release children from the Resource Specialist Programs. These same educator groups also responded to the 57-item General School Survey. Just four of the educator groups: high school principals, high school resource specialist teachers, elementary principals, and elementary level resource specialists, responded to survey questions regarding the functions and teaching activities of resource specialists.

Differences among these educator groups are best described through the use of the statistical procedure called multiple discriminant analysis. Multiple discriminant analysis identifies the patterns of response to survey items on which educator groups differ most substantially, and assigns weights to each item and to each group in a way that permits a graphic display of group differences.

Table 36 presents the multiple discriminant analysis statistics for the eight educator group responses to the Learning Disabled Exit Criteria Survey. The table has three sections. The top part of the table contains the correlations between each of the eleven possible exit criteria listed on the survey and the three most significant multiple discriminant functions. The center of the table contains the "group centroids" for each of the eight educator groups. These centroids measure the average score for each educator role group on the discriminant functions reported in the top part of the table. These centroid scores are arrayed graphically in Figure 5, and reveal how each educator group differs from the others in their views regarding the criteria used to return learning disabled students to the regular school program. In the bottom section of the table are the mean scores for each group on the eleven exit criteria measures.

Table 36: Discriminant Analysis - Learning Disabled Exit Criteria Survey (Discrimination among Educator Groups)

MULTIPLE DISCRIMINANT FUNCTIONS

	Exit Criterion	Item Correlations with: Func #1 (p=.000)	Func #2 (p=.000)	Func #3 (p=.000)
LDE11	Discrepancy Criteria	-.83	-.12	-.02
LDE1	Improved Classroom Behavior	.51	-.03	-.17
LDE10	Improved Social Adjustment	.33	.01	.24
LDE4	Improved Computation Skills	-.26	.13	.23
LDE8	More Desire to Learn	.26	-.02	-.23
LDE2	Improved Reading Skills	-.21	.65	-.14
LDE7	Improved School Adjustment	.15	-.48	.37
LDE9	More Commitment to Homework	.16	-.43	-.52
LDE5	Improved Self-Concept	.21	-.09	.43
LDE3	Improved Communication Skills	-.06	.08	.41
LDE6	Time on Task Adjustment	.13	.27	-.30
	Explained Variance (Multiple R2) =	10.0%	3.8%	2.0%

GROUP CENTROIDS

GROUP CENTROIDS	Func #1	Func #2	Func #3
High School Principals	-.13	-.12	.36
Hi Sch Assistant Principals	-.03	-.13	.37
Hi Sch Regular Teachers	.22	-.32	-.04
Hi Sch Resource Specialists	-.35	-.04	-.21
Elem School Principals	-.55	.09	.27
Elem Assistant Principals	-.27	-.11	.31
Elem Regular Teachers	.15	.16	-.02
Elem Resource Specialists	-.80	-.06	-.20

GROUP MEAN SCORES ON THE ELEVEN EXIT CRITERIA:

	LDE1	LDE2	LDE3	LDE4	LDE5	LDE6	LDE7	LDE8	LDE9	LDE10	LDE11
HiPr	11.6	17.8	10.4	12.0	12.3	6.0	8.1	7.0	4.0	6.0	4.4
HiAP	10.7	15.2	10.7	9.9	13.7	7.2	8.1	7.3	4.0	7.6	4.1
HiTch	12.8	13.7	9.4	9.1	12.8	8.1	7.8	9.1	5.8	6.6	2.4
HiSpT	9.5	17.8	10.0	9.6	10.3	8.3	6.0	8.1	5.6	5.9	6.4
ElPr	8.3	18.1	11.1	11.8	12.1	7.8	6.5	7.2	3.4	5.1	7.6
ElAP	9.0	15.2	10.8	10.5	13.7	7.4	7.1	7.9	4.1	6.9	6.0
ElTch	12.3	17.6	9.7	9.7	12.3	8.8	6.2	8.8	4.6	6.7	2.4
ElSpT	8.1	18.5	9.2	11.2	9.9	7.8	5.5	7.2	4.7	4.5	9.8
TOTAL	11.5	16.7	9.8	9.9	12.2	8.4	6.6	8.5	4.8	6.4	3.7

The first point to make about the statistical information shown on Table 36 is that each of the three discriminant functions is highly significant (p values of .000

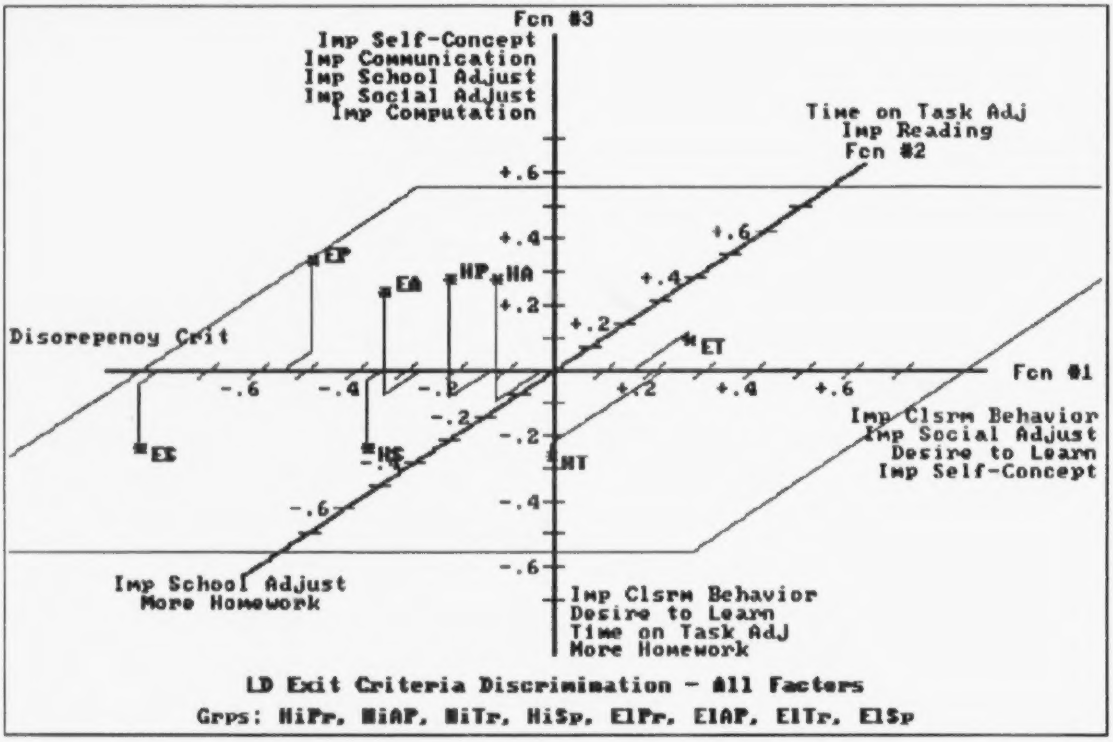
indicating essentially zero chance that the measured differences in group orientation are the result of chance sampling errors). A second important conclusion is found in the group mean scores at the bottom of the table. While differences between the various educator groups are statistically significant, they are only moderately large in actual numbers. The largest range is found in the reported use of discrepancy criteria (LDE11). Elementary special education teachers report that this factor is weighted at 9.8 (out of 100) where regular high school teachers and regular elementary teachers rate this factor as contributing only 2.4 out of 100 points in the decision to return a learning disabled student to the regular school program. While this difference is substantial, all groups agree that less than 1/10th of the exit decision is controlled by the use of these discrepancy criteria.

The discrepancy criteria item is the most significant element in the first discriminant function (with a correlation of -.83 between scores on this item and the discriminant function score). As indicated by their placement toward the left end of the horizontal axis in Figure 5 (labeled **Fcn #1**), the elementary school resource specialists (labeled **ES** in the figure) reported giving the most attention to discrepancy criteria in the decision to return learning disabled students to the mainstream. A cluster of factors, especially improved classroom behavior, improved social adjustment, and more desire to learn were ranked higher by other educator groups. Regular teachers at both the elementary and high school levels gave the greatest weight to these other factors.

The educators surveyed also had some disagreement about the relative importance of improved reading skills in controlling exit from the Resource Specialist Program. As shown in the second column of Table 36, and graphically depicted along the axis labeled **Fcn #2** on Figure 5, elementary school principals and teachers tended to give improved reading skills (and better time on task performance by the LD students) higher ratings. By contrast, high school level teachers in both regular and special education programs thought that improved school adjustment and more student commitment to homework played a larger role.

The third discriminant function shown in Table 36 describes the most important differences between administrators and teachers. Administrator groups tended to rate improved self concept, communication skills, school adjustment, and social adjustment as relatively more important exit criteria. By contrast, the teacher groups gave relatively more weight to students' homework commitment, better time on task adjustment, greater desire to learn and improved classroom behavior.

Figure 5: LD Exit Criteria Discrimination - All Factors



As indicated by the "Explained Variance" estimates listed below each of the three discriminant functions, a total of only about 15.8 percent of the variance in responses to the exit criteria survey is associated with the educator role group identification. While statistically significant, this amount of explained variance does not suggest dramatic disagreements among the educator groups regarding the criteria being used to determine whether learning disabled students should be returned to regular school programs.

Much more substantial differences of opinion were recorded when the various educator groups responded to the 57-questions of the General School Survey. Discriminant analysis statistics for the ten factors identified in this survey instrument are presented in Table 37. Group membership centroids and the key factors involved in group differences are shown graphically in Figure 6. As indicated in the "Explained Variance" entries, fully 63 percent of the role group membership can be predicted by knowing how individuals responded to this survey instrument.

Table 37: Discriminant Analysis - General School Survey
(Discrimination among Educator Groups)

MULTIPLE DISCRIMINANT FUNCTIONS

Item Correlations with:

Survey Factors	Func #1 (p=.000)	Func #2 (p=.000)	Func #3 (p=.000)
SpEd6 LD Student Exit Status	-.54	.14	.07
Reg3 Effective Teaching Strategies	.49	.37	-.08
SpEd5 Resource Specialist Professionalism	-.29	.15	.03
SpEd3 Principal Special Ed Leadership	.33	.63	.32
Reg1 Principal School Leadership	-.24	.60	.40
SpEd7 LD Service Diffusion	.23	-.44	-.21
SpEd2 Confidence in LD Students	.26	.29	.05
SpEd1 Quality of Life Preparation	-.00	.17	.00
SpEd4 Linking RSP to Regular Instruction	.15	-.36	.78
Reg2 Effective Classroom Practices	.11	.27	-.37
Explained Variance (Multiple R2) =	35.1%	16.7%	11.2%

GROUP CENTROIDS	Func #1	Func #2	Func #3
High School Principals	-.73	.34	.78
Hi Sch Assistant Principals	-.64	.21	.66
Hi Sch Regular Teachers	.19	-.70	.36
Hi Sch Resource Specialists	-1.23	-.58	-.35
Elem School Principals	-.34	.77	.36
Elem Assistant Principals	-.30	.45	.36
Elem Regular Teachers	.47	.10	-.17
Elem Resource Specialists	-1.02	.08	-.47

GROUP MEAN SCORES ON THE TEN GENERAL SCHOOL SURVEY FACTORS:

	SpEd1	SpEd2	SpEd3	SpEd4	SpEd5	SpEd6	SpEd7	Reg1	Reg2	Reg3
HiPr	.32	-.02	.12	.42	.27	.43	-.51	.69	-.17	-.21
HiAP	.09	-.07	.14	.35	.16	.49	-.31	.57	-.27	-.23
HiTch	-.16	-.17	-.23	.54	-.10	-.20	.26	-.26	-.33	-.22
HiSpT	.01	-.28	-.94	-.26	.14	.60	.05	-.16	-.17	-.66
ElPr	.13	.24	.43	-.04	.27	.27	-.50	.68	.05	.08
ElAP	-.08	-.02	.36	.02	.13	.25	-.34	.48	-.22	-.04
ElTch	.04	.15	.15	-.09	-.14	-.23	.10	-.07	.12	.27
ElSpT	-.06	-.41	-.33	-.49	.38	.44	-.18	.15	.05	-.48
TOTAL	.00	.01	.00	.00	.00	-.00	-.00	.04	-.02	-.00

The first discriminant function distinguishes the views of regular classroom teachers (at both the elementary and secondary levels) from those of the administrators and resource specialist teachers. The primary points of disagreement revolve around: the nature of principal leadership in the public schools, the extent of emphasis on resource teacher professionalism, whether learning disabled students are being exited from the Resource Specialist Programs, and whether there is adequate diffusion of special education services into the regular classrooms.

Revealing a classical "the grass is always greener . . ." syndrome, regular teachers give greater credence to principal leadership in special education while resource specialist teachers see the principals as giving stronger overall school leadership. Regular teachers see somewhat higher use of effective teaching strategies and have higher confidence in the abilities of LD students, while specialists see more student exits and higher resource specialist professionalism.

The second discriminant function shown on Table 37 (and graphed in Figure 6) differentiates the administrator groups from the views of high school teachers and resource specialists. The high school teacher groups see stronger links between the resource specialist programs and regular classroom programs. They also see more diffusion of specialized services into the regular program. By contrast, the administrator groups tend to have a more positive view of the effective classroom and teaching strategies in their schools. They also are more confident in the abilities of LD students and rate their own leadership influence slightly higher than do the teacher groups.

The third discriminant function identifies the points of difference between the special education teachers at both elementary and secondary levels and the administrator groups. The regular elementary teachers tend to join the specialists, but the high school regular teachers tend to share the views of the administrators. The administrators give themselves more credit for leadership than do the teacher groups. By the same token, teachers give themselves more credit for using effective classroom practices that the administrators are willing to recognize. More importantly, however, the administrators value the creation of links between the special education and regular classroom programs while the specialist teachers tend to see more diffusion of the specialist program and more interference between their job assignments and their own work goals.

Figure 6: GSS Discrimination on Educator Groups - All Factors

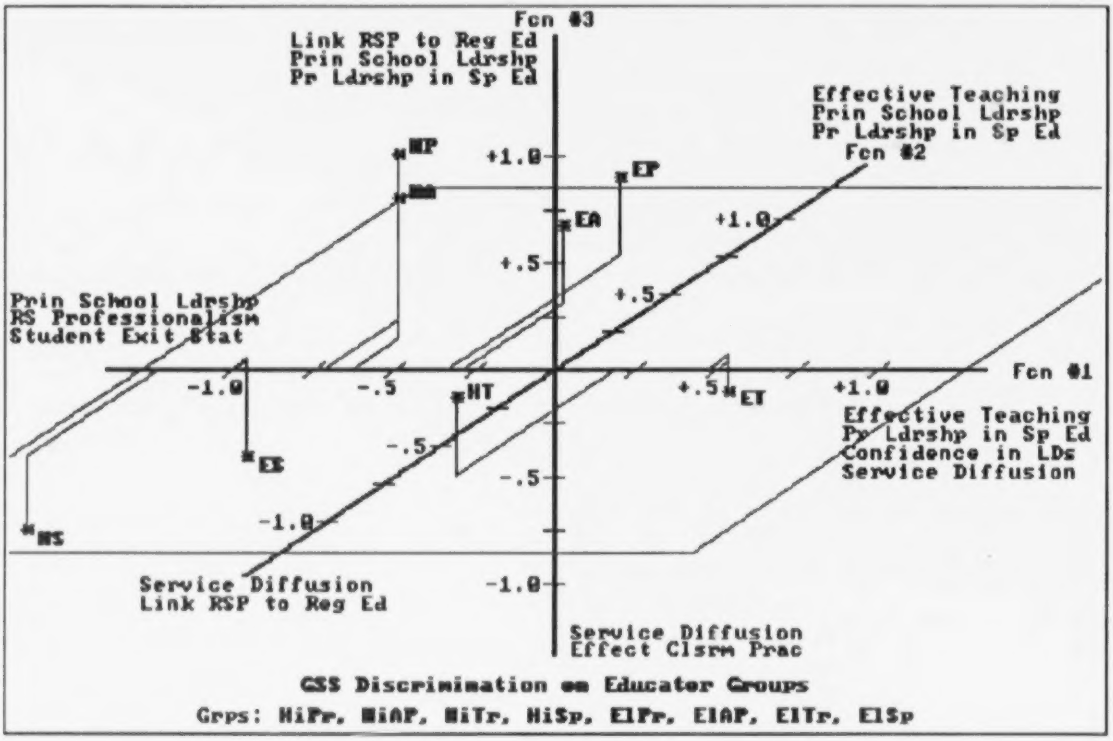


Table 38 presents the multiple discriminant analysis statistics for responses to the Resource Specialist Functions survey. Only four educator groups are shown in the middle part of this table because this survey instrument was only given to principals and resource specialist teachers in elementary and secondary schools. Once again, the table reports the correlations and group centroids for three discriminant functions. The third function needs to be interpreted with some caution because it has about 73 chances in a thousand (p = .073) of resulting from chance sampling errors.

Table 38: Discriminant Analysis - Resource Specialist Functions Survey (Discrimination among Educator Groups)

MULTIPLE DISCRIMINANT FUNCTIONS

		Item Correlations with:		
	Survey Factors	Func #1 (p=.000)	Func #2 (p=.000)	Func #3 (p=.073)
RSF7	Administrative Duties	-.55	-.11	-.42
RSF1	Direct Contact with Students	.49	.17	-.45
RSF3	Modification of Materials	-.32	-.18	.22
RSF8	General Supervision of Students	-.31	-.30	.05
RSF4	Student Study Team Participation	.28	.27	.20
RSF6	Assessment of Students	.25	-.56	.42
RSF2	Consultation with Regular Teachers	-.35	.50	.16
RSF5	Preparation for Teaching	-.40	.10	.75
	Explained Variance (Multiple R2) =	21.0%	3.4%	.8%

GROUP CENTROIDS	Func #1	Func #2	Func #3
High School Principals	-.44	.43	.24
Hi Sch Resource Specialists	-.70	-.01	-.08
Elem School Principals	.48	.16	-.07
Elem Resource Specialists	.15	-.18	.06

GROUP MEAN SCORES ON THE TEN GENERAL SCHOOL SURVEY FACTORS:

	RSF1	RSF2	RSF3	RSF4	RSF5	RSF6	RSF7	RSF8
HiPr	54.91	10.70	4.76	4.78	10.28	7.18	3.72	2.55
HiSpT	54.00	9.45	5.65	3.71	9.30	7.52	5.36	2.74
ElPr	63.97	7.15	3.83	5.28	6.95	8.83	1.98	1.49
ElSpT	59.43	6.91	4.66	4.62	7.95	9.92	2.81	2.19
TOTAL	59.12	7.86	4.67	4.60	8.15	8.83	3.25	2.14

As shown in the group centroids, and depicted in Figure 7, the first discriminant function in Table 38 distinguishes the views of the two elementary school groups from those of the two high school groups. The elementary respondent groups tend to believe that the resource specialists spend more time in direct contact with students, in study team meetings and in the assessment of students. Secondary level respondents tend to feel that resource teachers spend more time on administrative duties, teaching preparation, consultation with regular teachers, materials modification, and general student supervision.

The second discriminant function shown in Table 38 highlights the differences between the principal groups and the resource specialist teacher groups. The primary points of disagreement concern the amount of time resource specialists spend on general student supervision and student assessment (given higher scores by the teacher groups) and the amount of time the resource specialists devote to consultation, student study team meetings, and direct student contact (given higher ratings by the administrators).

The third discriminant function found in this analysis describes the unique views of the high school principals (the other groups have near zero centroids on this function). The dominant view of the high school principals is that resource specialists spend somewhat more time on preparation for teaching and devote more time to student assessment.

Figure 7: Resource Specialist Functions Discrimination - All Factors

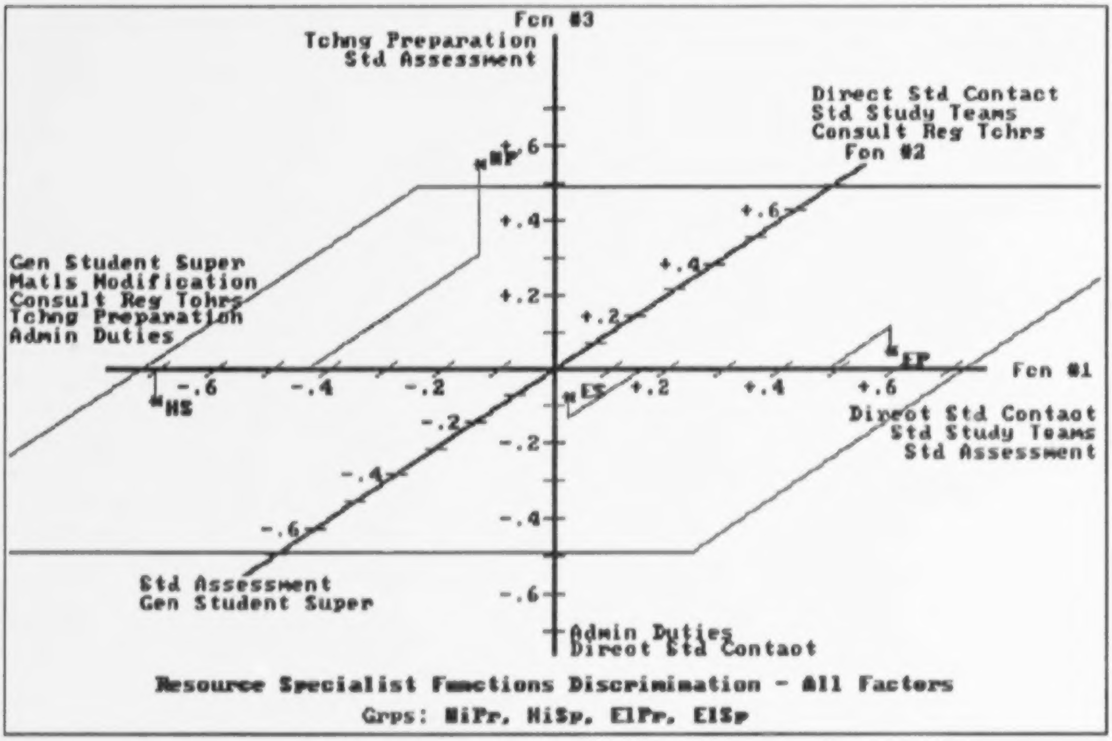


Table 39 displays the multiple discriminant statistics for the three factors describing resource specialist teaching activities. Group centroids from this table are depicted in Figure 8. This analysis, covering the principal and resource teacher respondent groups at both school levels, indicates that there are two important dimensions of disagreement on the teaching techniques and activities used by resource teachers.

Table 39: Discriminant Analysis - Resource Specialist Teaching Activities Survey (Discrimination among Educator Groups)

MULTIPLE DISCRIMINANT FUNCTIONS

Survey Factors		Item Correlations with: Func #1 (p=.000)	Item Correlations with: Func #2 (p=.000)
ACT3	Pct Small Group & 1-to-1 Inst.	.85	.53
ACT1	Pct In-Class Instruction	-.76	.65
ACT2	Pct Interactive Instruction	-.08	-.07
Explained Variance (Multiple R2) =		9.8%	2.2%

GROUP CENTROIDS	Func #1	Func #2
High School Principals	-.52	.30
Hi Sch Resource Specialists	-.45	-.12
Elem School Principals	.13	.18
Elem Resource Specialists	.26	-.09

GROUP MEAN SCORES ON THE TEN GENERAL SCHOOL SURVEY FACTORS:

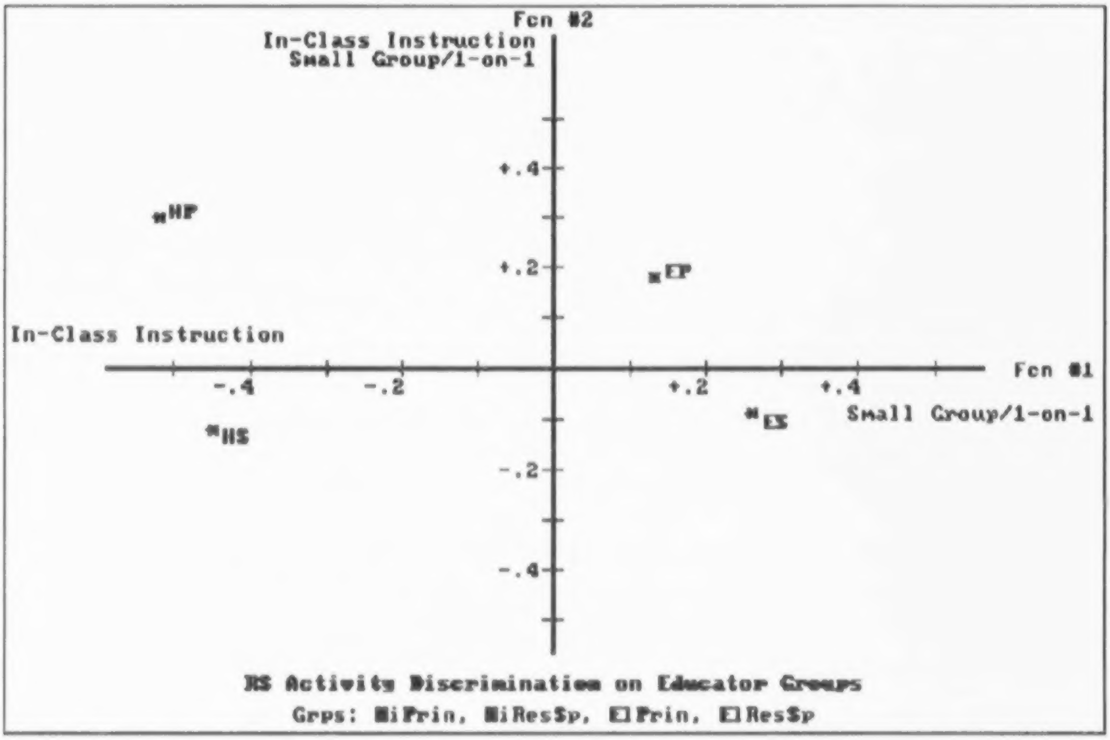
	ACT1	ACT2	ACT3
High School Principals	48.98	48.16	67.34
Hi Sch Resource Specialists	37.85	47.09	63.82
Elem School Principals	29.64	44.44	77.89
Elem Resource Specialists	20.35	46.65	77.09
TOTAL	28.98	46.23	73.49

As the mean scores at the bottom of Table 39 easily confirm, the primary point of disagreement among these groups is the extent to which resource specialist teachers use small group or one-on-one instructional strategies rather than whole class instruction. High school respondents reported using whole class instructional techniques only about half as often as their elementary counterparts. Interestingly, the teacher groups both reported substantially smaller proportions of their time devoted to small group and one-on-one instruction than did their principals. High school principals report that nearly half the resource specialists' time (48.98 percent) is devoted to small group instruction. Elementary specialist teachers report the smallest amount of time devoted to the use of these more individualized strategies (about 20.35 percent of all instructional time).

The second discriminant function shown in Table 39 distinguishes the principal groups from the resource specialist respondents. The principal groups, as already noted, report more resource specialist time devoted to individualized forms of instruction. They also perceive that the resource specialists spend somewhat more time in the regular classrooms than do the specialists themselves reported.

In sum, professional role is an important source of variation in the assessment of school operations and Resource Specialist Programs. Principals and teachers hold different views based on their unique beliefs about the most important and effective elements of these programs. Specialist teachers, themselves, differ from their regular classroom counterparts in their assessments of the program performance and priorities.

Figure 8: RS Activity Discrimination on Educator Groups



Finally, several questions in the General School Survey were directed specifically towards educators views regarding the importance of the LD/RSP programs. State-level discussions of special education program reform have brought these issues to the forefront of attention. Overall mean scores to these five questions are presented in Table 40.

Table 40: General School Survey - Importance Items Mean Scores

Item No	Questionnaire Item	Mean Score
7	LD students need services in resource room	5.37
31	T's believe class size reduction more beneficial than RSP	4.09
44	T's believe LD students benefit more in regular class	3.22
46	More for LD students when RS consult than by direct instr	3.09
39	T's believe that LD students need RSP for 3 yrs or less	2.88

Responses to all five of these questions confirm the commitment of education professionals throughout the state to providing special education services through the use of LD/RSP programs. Only in the case of Question 7, asking respondents to indicate whether they feel that students with learning disabilities need special education services "in the resource room" in order to be successful in the regular classroom, was there unanimous and strong agreement among all educator groups in the survey. All groups gave an average score above 5.00 on the 6-point scale (with standard deviations of 1.2 or less). This means that fewer than 10 percent of the respondents expressed any level of disagreement with this statement.

All respondent groups also indicated agreement with the sentiments of survey item 31, asking whether teachers believe that a reduction in class size would be more beneficial than services from the Resource Specialist Program. As indicated by the standard deviations for this item, shown in Appendix B, there was much less agreement on this view. The overall mean score of 4.09 was associated with standard deviations ranging from 1.7 to 1.9. Thus, more than a quarter of the respondents in every role group did not agree that teachers prefer class size reductions to LD/RSP services.

The remaining three policy relevant questions had overall mean scores close to the mid-point of the 6-point response scale. Each has an overall mean indicating some disagreement with the wording of the item. Item 44 asked whether teachers believe that students with learning disabilities would receive greater benefits if resource specialist services were provided in regular classrooms. High school principals, assistant principals, and high school teachers in regular classrooms tended to agree that teachers hold this view -- all elementary level respondent groups and the high school special education teachers disagree. Elementary special education teachers disagreeing quite strongly. Item 46 asked whether respondents believe that more benefits could be derived for students with learning disabilities by having resource specialists consult with regular teachers than by providing direct instruction. Overall, survey respondents disagreed, preferring the direct instruction approach. High school principals, assistant principals and regular classroom teachers did endorse the consultation approach by narrow margins, however. Again, the elementary level special education teachers were most likely to believe that direct instruction is superior to the consulting teacher model.

Item 39 elicited the greatest level of disagreement among respondent groups. This item, asking whether teachers believe that students with learning disabilities need services for no more than three years, elicited disagreement from all respondent groups. Though standard deviations on the order of 1.5 (shown in Appendix B) indicate substantial disagreements within each respondent group, relatively few survey respondents believe that LD/RSP students can exit this program in less than three years.

An overall picture of how respondent groups differ from each other on these five important policy issues can be seen from the discriminant analysis presented in Table 41, and graphed in Figure 9. Since there were no statistically significant differences between principals and assistant principals at either the elementary or high school levels, the administrator groups were combined for this analysis. As indicated by the discriminant function coefficients and group centroid scores, the most dramatic differences in attitudes toward these questions are found in the tendency for high school teachers and administrators to believe that LD/RSP services should be offered within regular classrooms and through consultation rather than direct instruction. These groups also tend to believe that class size reductions would be more valuable. RSP teachers, at both the high school and elementary levels differ most strongly from this view. Regular teachers in the elementary schools are most likely to believe that LD/RSP services are best provided in the resource room, while the administrators at both levels tend to endorse the consultation approach within the regular classrooms.

Table 41: Discriminant Analysis - GSS Importance Items
(Discrimination among Educator Groups)

MULTIPLE DISCRIMINANT FUNCTIONS

Item Correlations with:

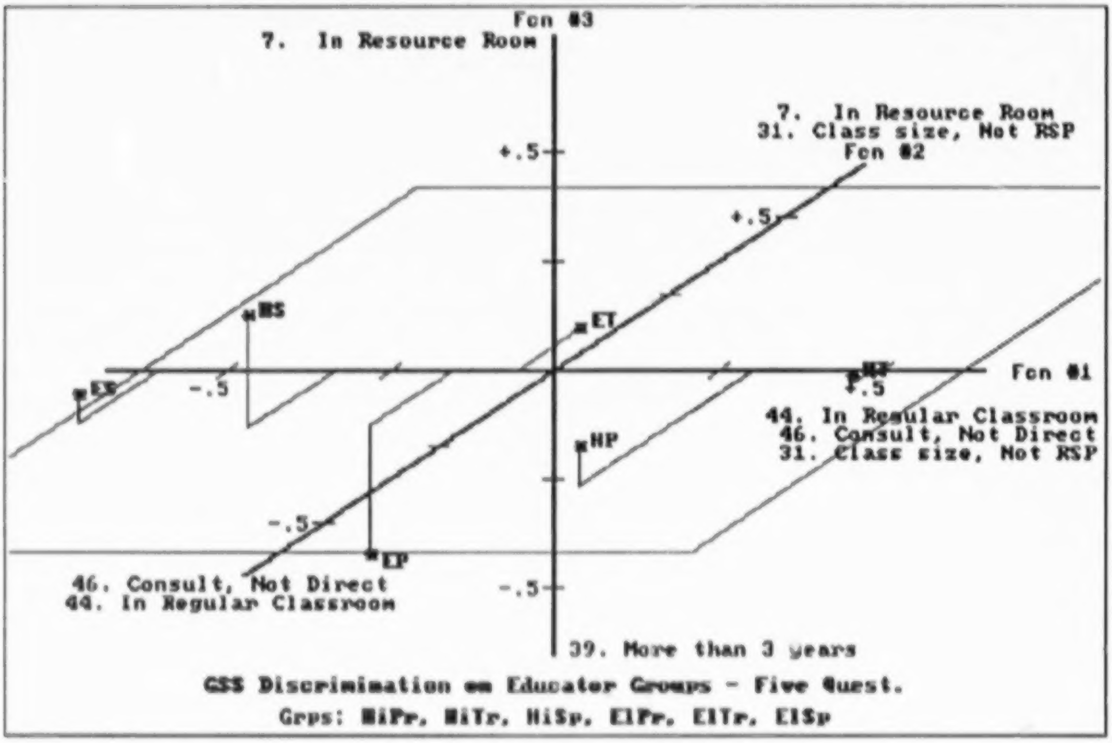
Survey Factors	Func #1 (p=.000)	Func #2 (p=.000)	Func #3 (p=.073)
GSS44 T's believe LD studs ben more in Reg	.88	-.18	-.20
GSS46 More for LD when RS direct instr	.64	-.53	.13
GSS31 T's believe smaller class than RSP	.63	.56	-.12
GSS39 T's believe LD need RSP 3 yr or less	.21	.03	-.73
GSS7 LD students need svcs in res room	.02	.37	.55
Explained Variance (Multiple R2) =	70.1%	19.2%	9.8%

GROUP CENTROIDS	Func #1	Func #2	Func #3
High School Principals	.30	-.37	.09
Hi Sch Regular Teachers	.48	-.05	.02
Hi Sch Resource Specialists	-.33	-.19	-.26
Elem School Principals	-.15	-.18	-.29
Elem Regular Teachers	-.06	.14	.00
Elem Resource Specialists	-.60	-.17	.07

GROUP MEAN SCORES ON THE TEN GENERAL SCHOOL SURVEY FACTORS:

	GSS7	GSS31	GSS39	GSS44	GSS46
HiPr	5.29	3.94	2.85	3.71	3.69
HiTch	5.37	4.57	3.02	3.86	3.63
HiSpT	5.51	3.31	2.55	2.69	2.89
ElPr	5.17	3.70	3.17	3.11	2.98
ELTch	5.42	4.09	2.87	3.06	2.87
ElSpT	5.28	3.21	2.60	2.32	2.63
TOTAL	5.37	4.03	2.89	3.18	3.06

Figure 9: Discrimination on Importance Items



Conclusions

The California Triennial Evaluation of Special Education focused on three major goals: 1) the overall assessment of the California Resource Specialist Program and the schools in which they are located, 2) the identification of underlying themes and common perspective reflected in the evaluation data, and 3) a effort to determine the extent to which response factors from the evaluation data can predict student achievement and Resource Specialist Program characteristics.

A random sample of schools was selected from those schools providing special education services within the state. Schools were sent different amounts of surveys to ensure a balanced and representative return sample. The surveys were distributed in May 1988. 426 schools returned at least one completed survey. A total of 23,349 surveys were collected. Individuals surveyed included: high school and elementary school principals and assistant principals; high school and elementary school special education teachers; high school and elementary school regular education teachers; and parents of students in both the regular education and special education programs.

The Quality Theme Goal

Overall there is a high degree of satisfaction with the various programs in the State as reflected on all of the surveys.

Parents were very positive in their assessment of California public schools. They expected their children to graduate from high school and succeed in school. They also feel confident in the public schools' ability to provide support and direction to their students but don't feel that academic achievement and parent involvement are emphasized enough. Schools, it seems, are better at setting expectations than at focusing parental attention on such academic matters as homework, academic achievement and child motivation.

Parents of special education students as a group tended to give a strong endorsement to these programs although a small group of these parents do not feel encouraged to participate and are disappointed with the quality of their children's schooling.

The professional educators who were surveyed were even more positive in their assessment of the school than are the parents. Strongest support was recorded for statements reporting enthusiasm and dedication. Lower levels of agreement were reported for items dealing with student assessment, instructional planning and program flexibility.

Overall mean scores for the Resource Specialist Program show that educators throughout California are convinced that resource rooms support classroom success for special education students, and that California educators endorse long-term student services through resource room support outside the regular classroom. They also believe that these needed services are currently being provided by Resource Specialists.

Staff development activities were attended about twice a year and most frequently dealt with some aspect of language learning followed by techniques for teaching mathematics. The in-services were conducted in a variety of locations; most appreciated were those held at local schools, district and county offices, and SELPAs. Least appreciated locations were held at the SDE. Overall location had little impact on staff appreciation of program quality. Elementary principals were the most enthusiastic about in-service efforts followed by high school principals. High school teachers in both regular and special education programs were the least satisfied. Elementary school teachers in the regular program expressed an average degree of satisfaction with in-service efforts.

In terms of time commitments Resource Specialists devote just under two-thirds of their day to direct interaction with students. Preparing for this interaction accounts for about twenty-two percent of their time. A small twelve percent of their time is dedicated to non-instructional tasks.

Pull-out strategies are favored twice as much as are those involving in-class activities. When in-class instruction is offered, however, various techniques are used to produce a balance for students. Whole class instruction is used most often during in-class sessions while small groups are mostly utilized in pull-out sessions.

The preparation of LD students for adult life is a major goal of the Resource Specialist Program. School personnel responding to the Exit Criteria Survey weighted most heavily the improvement of reading skills as the most important. Indeed it was four and one-half times more important than the lowest ranked criterion -- the discrepancy criteria. They also thought that consumer education, instruction in financial matters, specific employment skills and job-interviewing training were important elements of a strong transitional program.

The Common Theme Goal

The parent surveys produced three dimensions for their understanding of school programs: 1) Shared Instructional Involvement, stressing the ability of schools to assist parents in helping children through mutual teacher-parent communication; 2) Organizational Effectiveness, stressing parental perceptions of school rules and priorities, school safety, and the nurturing qualities of school personnel; and 3) an emphasis on Academic Learning that focuses on homework, good study skills, and school pride. Good schools according to parents are strong on shared instructional involvement, are organizationally effective, and stress academic concerns for all children. Parents of special education children tend to see shared instructional involvement as the most important of these themes while parents of students in the regular program focus first on the academic emphasis of the school, followed by the school's organizational effectiveness. Special education parents further refined their perceptions of the schools by identifying two other evaluation themes: 1) Overall Program Quality and 2) the IEP process.

Professional educators identified three ways of understanding the general school programs: 1) a factor stressing Principal Leadership identifying the various ways in which site level administrators support the program by close involvement with goals and operations of the program as well as through interactions with teachers, parents, and students; 2) Effective Classroom Practices stressing how effective classroom practices positively impact on student learning; and 3) Effective Teaching Strategies, or the modification of teaching techniques and materials to meet the individual learning needs of students.

In understanding school special education programs professional educators identify seven common themes: 1) the first concerns the Quality of Life Preparation made available to learning disabled students, showing how schools are preparing students to participate in the community through specific curricular provisions; 2) a Confidence in the Learning Disabled Student to succeed in life after graduation from high school; 3) the belief that Principal's Leadership in Special Education is instrumental in the success of the program; 4) the link between the RSP and Regular Instruction focusing on serving LD students in the regular classroom setting; 5) a recognition that Resource Specialist Professionalism is important in the ongoing school program (as well as serving as an overall approval of the RSP); 6) Student Exit Status, showing that few students return to special education programs after exiting them and that exited students are performing well in regular classrooms; and 7) a general belief that Service Concentration in the RSP is both needed and necessary for students to succeed.

The Exit Criteria Survey produced two themes perceived to be important in successful special education programs: 1) the inclusion of a Job Training program focusing on consumer education, financial skills, job interviewing skills, instruction in learning what skills are important in maintaining employment, as well as learning what skills are important for given work; and 2) broad based External Support of the Curriculum from both the principal and community groups.

Student Achievement

Learning disabled students were included in the statewide California Assessment Program testing for the first time in 1988-89. In keeping with the fact that the CAP test is normed on average students, learning disabled students scored in the bottom one-quarter of those tested. Factor analysis of CAP test scores indicated one achievement factor showing high intercorrelations between achievement areas. Even though the CAP is not a good measure of students in this ability range the scores were averaged to test the relationship between the surveyed characteristics of the Resource Specialist Programs and the achievement of learning disabled students.

Statistical analysis of the patterns of survey responses revealed underlying themes that were also not entirely expected. These relationships summarize into several important points:

○Parents generally take a more positive view of the School and the Resource Specialist Program when:

(1) they are more involved in the process of their child's education,

(2) there is a higher rate of contact between student and teachers, and

(3) the teaching criteria emphasize achievement and shared instructional involvement.

○Teachers rate their functioning more positively when:

(1) they describe their work environment as consisting of collegial relationships in which they are encouraged to exchange views,

(2) effective classroom and teaching practices are used, and

(3) more time is allowed for the delivery of direct instruction and instructional planning (as opposed to general supervision or administrative activities).

○Administrators perceive a higher level of functioning when:

(1) there is a greater sense of leadership on issues concerning special education, and

(2) stronger links occur between the Resource Specialist Program and program in regular education (encouraging higher exit rates).

Relating views on program support to either specific program functions or student achievement proved to be only somewhat informative. The relatively low predictive power of these relationships probably results from the fact that many sources of variation were not included in the survey process. These explanatory factors would include: the socio-economic status of each family, school district size and relative wealth, the availability and use of technology, and the influence of local conditions on school performance. In addition, several potentially important interest groups were not included in the surveys, such as: both regular and special education students, local businesses and employers, and community and civic leaders. In the case of CAP scores, significant issues surround the use of CAP scores with learning disabled students necessitating caution in their use and interpretation. It is possible, of course, that the amount of explained achievement is all that the school can control. More likely all school operation factors not measured are also important to the achievement of LD students.

The strongest relationships in the data are as follows:

○Higher learning disabled student CAP scores result from:

(1) more educator confidence in the abilities of LD students,

(2) higher reported use of "pull-out" services, and

(3) teachers employing effective classroom practices.

○Stronger emphasis on academic criteria in the reassignment of learning disabled students to regular education program is related to:

(1) a higher reported emphasis on effective teaching strategies,

(2) increased attention being given to developmental aspects of the program,

(3) a lower perceived linkage to the regular school program, and

(4) less highly rated perceptions (by parents) on the ability of the school in fulfilling its IEP commitments.

○Higher quality of life outcomes are achieved when:

(1) schools emphasize more effective classroom and teaching practices,

(2) there is more confidence in the abilities of LD students, and

(3) a sense of leadership and direction is provided by school administration.

These associations argue for a re-examination of the purposes behind the Resource Specialist Program. This re-examination would involve considering alternative goals to be achieved and the most effective means for achieving these goals. Critical to this policy analysis would be an examination of alternative ways of utilizing the Resource Specialist Program to assure equality of educational opportunity for students with learning disabilities.

Policy Implications

Three policy issues are brought into focus by the results of the Triennial Evaluation survey:

(1) What should be done about the competing goals being served by the LD/RSP programs?

If achievement in all goal areas were enhanced by the same program elements, there would be no issue here. Unfortunately, CAP score improvement requires different program emphases than does returning LD/RSP students to the mainstream or enhancing their quality of life through an emphasis on democratic participation, holding a job and other "quality of life" outcomes. The state of California faces a dilemma: there are no acceptable criteria for measuring LD/RSP program productivity on any one of its three major goals. On a statewide basis CAP tests delineate the difference between students in these programs and those in regular classrooms, but these tests are not designed for low achieving students or for assessing the achievement of small groups. Successful return of LD/RSP students to regular classrooms may be a measure of program productivity, but there are no broadly accepted criteria for deciding when program exit is appropriate. And quality of life is not even clearly defined as a goal, much less amenable to measurement. If the State seeks to hold LD/RSP staff accountable for student achievement, it is imperative that appropriate standards be set and reliable measures of progress toward those standards be developed.

(2) Given the extraordinarily low academic achievement of LD/RSP students, what should be the posture of the state of California regarding their participation in mainstream classrooms?

Currently, policy attention is focused on increasing the extent to which LD/RSP students participate in the core curriculum. In order for this to be a realistic goal, one of two things must occur, either: (a) resource specialist teachers must become much more adept at providing the level of support needed for these students to achieve at a level comparable to minimally successful regular students, or (b) local school systems must adapt their curricula to meet the needs of these special students. At present, the gap between typical LD/RSP students and the vast majority of those in the regular school program is so large as to insure failure and frustration for children returned to regular class participation. State policy makers need to come to grips with the question of whether to change the operations of regular classrooms or to provide continuing support to those who are not successful within it.

(3) Can the state of California reasonably expect local districts to provide the level of instructional support needed to enable the lower 50 percent of LD/RSP students to reach traditional graduation standards?

With 50 percent of the LD/RSP classes scoring below the lowest 1/2 of 1 percent of regular classes, radical changes will be needed to help these students become successful high school graduates. State policy makers must determine whether to sink energy and resources into improving support programs, or shift outcome expectations and build new school programs for these students. There is a broad base of political support both in the parent community and among professional educators for restructuring school expectations and programs to support better quality of life outcomes for LD/RSP students. There may be equally strong support for shifting the goals of education for all children.

Appendix A
The Eleven Surveys

PROFESSIONAL HISTORY/RESPONSIBILITIES

The following questions provide us with information on your professional responsibilities and experience. Please **circle** the number/letter that most appropriately answers each question.

1. School ______________________ School District ______________________

2. Grade levels in this school.

a. (K-6) b. (6-8) c. (7-9) d. (10-12) e. Other ( )

3. What is your current position?

TEACHER	ADMINISTRATOR
a. Multiple Subject (K-6)	k. Principal
b. Resource Specialist	l. Asst. Principal
c. Remedial Reading	m. Spec. Education Director
d. Remedial Math	n. Psychologist
e. Special Class	o. Dean
f. English/Language Arts	p. Counselor
g. Mathematics	q. Other (specify)
h. Social Science	
i. Vocational Education	
j. Other	

4. How many years have you been employed in education?

1 2 3 4 5 6 7 8 9 10-15 16-20 21-25 over

5. How many years have you been employed in this school?

1 2 3 4 5 6 7 8 9 10-15 16-20 21-25 over

6. How many years have you been employed in your current position?

1 2 3 4 5 6 7 8 9 10-15 16-20 21-25 over

7. What grade level(s) do you teach? (Circle *all* that apply.)

1 2 3 4 5 6 7 8 9 10 11 12

8. How much formal preparation do you have?

a. Less than a Bachelor's degree.
b. Bachelor's degree.
c. Some graduate work but less than a Master's degree.
d. Master's degree.
e. More than Master's but not a Doctorate.
f. Doctorate degree.

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Professional Responsibilities
Page 2

9. List the types of credentials you hold.

a.____________________ b.____________________

c.____________________ d.____________________

10. Do you hold a credential for the subject(s) you teach?

a. Yes b. No c. Not Applicable

11. In your judgment, what is the general reputation of this school in your community?

a. Among the best
b. Better than average
c. About average
d. Below average
e. Poor school

Appendix A
The Eleven Surveys

GENERAL SCHOOL SURVEY

The purpose of this survey is to provide information on characteristics that may be related to school environment. Although research has shown that school environment is important for students' academic success, no information is available for how these factors may affect different student populations. By carefully and accurately completing this survey, you will contribute greatly to our effort to better understand which dimensions are important to the success of different student groups. All information obtained will be held in strictest confidence and will be used for SDE evaluation purposes only. The results of this study will only be reported in aggregate form, and no attempt will be made to reveal individual, school, or district results.

Position of respondent: Regular Teacher ____ Administrator ____ Special Ed Teacher ____
Primary Grade ____ Intermediate ____ High School ____
Level of respondent: K-6 ____ 7-9 ____ 10-12 ____ Other ____

Directions: For each of the following items, please place a check mark under the heading that indicates to what extent you agree or disagree with the statement as it currently applies to your school. Make sure that your opinion reflects the current status of your school and not as you would want your school to be.

STATEMENTS OF SERVICES	STRONGLY DISAGREE 1	MODERATELY DISAGREE 2	SOMETIMES DISAGREE 3	SOMETIMES AGREE 4	MODERATELY AGREE 5	STRONGLY AGREE 6
1. Teachers interact with parents about their childrens' progress including parents of learning disabled students.	()	()	()	()	()	()
2. Teachers monitor student work closely.	()	()	()	()	()	()
3. Teachers believe that special education students can succeed in the core curriculum.	()	()	()	()	()	()
4. The principal/ vice principal serves as the administrator for all IEP team meetings.	()	()	()	()	()	()
5. Teachers pace their instructional programs to challenge all students.	()	()	()	()	()	()
6. The principal/vice principal is available to discuss instructional issues related to this school.	()	()	()	()	()	()

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STATEMENTS OF SERVICES	STRONGLY DISAGREE 1	MODERATELY DISAGREE 2	SOMETIMES DISAGREE 3	SOMETIMES AGREE 4	MODERATELY AGREE 5	STRONGLY AGREE 6
7. Students with learning disabilities need special education services in the resource room to be successful in the regular classroom.	( )	( )	( )	( )	( )	( )
8. Regular classroom teachers use flexible grouping patterns for working with students.	( )	( )	( )	( )	( )	( )
9. Teachers modify instructional materials to meet individual student's needs.	( )	( )	( )	( )	( )	( )
10. The provision of assistance to non-handicapped students by the resource specialist interferes with services provided to students with learning disabilities.	( )	( )	( )	( )	( )	( )
11. Teachers are strongly committed to continuous student assessment and accountability.	( )	( )	( )	( )	( )	( )
12. The principal ensures that materials and supplies needed to instruct students with learning disabilities in the basic skills are available.	( )	( )	( )	( )	( )	( )
13. Teachers regularly allow sufficient time for interactive learning.	( )	( )	( )	( )	( )	( )
14. Teachers work together to find successful teaching strategies for students who have difficulty learning.	( )	( )	( )	( )	( )	( )
15. Teachers believe that students with learning disabilities can live productive lives upon completing their education.	( )	( )	( )	( )	( )	( )
16. Teachers believe that they have the necessary skills and abilities to reach even the most difficult students.	( )	( )	( )	( )	( )	( )

	STATEMENTS OF SERVICES	STRONGLY DISAGREE 1	MODERATELY DISAGREE 2	SOMETIMES DISAGREE 3	SOMETIMES AGREE 4	MODERATELY AGREE 5	STRONGLY AGREE 6
17.	The school is conducive to teaching and learning.	()	()	()	()	()	()
18.	Teachers believe that most students with learning disabilities will graduate from high school.	()	()	()	()	()	()
19.	Praise and recognition are given to students for academic and educational excellence.	()	()	()	()	()	()
20.	Teachers believe that most students with learning disabilities can succeed in college after graduating from high school.	()	()	()	()	()	()
21.	The principal initiates and leads frequent discussions concerning instruction and student achievement.	()	()	()	()	()	()
22.	The principal frequently communicates to parents and the community about the instructional program.	()	()	()	()	()	()
23.	During this past school year, most of the resource specialist's time was devoted to assisting with school administrative responsibilities rather than with direct instruction.	()	()	()	()	()	()
24.	Teachers are encouraged to use test results to systematically plan curriculum improvement.	()	()	()	()	()	()
25.	The resource specialist teacher assists the regular classroom teachers with modification of the curriculum for students with learning disabilities.	()	()	()	()	()	()

STATEMENTS OF SERVICES	STRONGLY DISAGREE 1	MODERATELY DISAGREE 2	SOMETIMES DISAGREE 3	SOMETIMES AGREE 4	MODERATELY AGREE 5	STRONGLY AGREE 6
26. The principal minimizes interruptions during learning time.	( )	( )	( )	( )	( )	( )
27. Teachers provide equal opportunities for all students to participate in class discussions.	( )	( )	( )	( )	( )	( )
28. Teachers assign homework regularly.	( )	( )	( )	( )	( )	( )
29. Teachers consistently enforce classroom rules and standards of behavior.	( )	( )	( )	( )	( )	( )
30. The resource specialist teacher promotes the professional growth of regular education teachers through the provision of staff development training.	( )	( )	( )	( )	( )	( )
31. Teachers believe that a reduction of class size would be more beneficial to help students with learning disabilities succeed in regular education classes than services from a Resource Specialist Program (RSP).	( )	( )	( )	( )	( )	( )
32. The principal and teachers are mutually responsible for enforcing standards of student behavior.	( )	( )	( )	( )	( )	( )
33. Teachers demonstrate a sense of collegiality and acceptance of each other as professionals.	( )	( )	( )	( )	( )	( )
34. Academic achievement scores have improved at this school because of the effective teaching skills of the staff.	( )	( )	( )	( )	( )	( )
35. Teachers participate in making decisions about matters that will directly affect them.	( )	( )	( )	( )	( )	( )

STATEMENTS OF SERVICES	STRONGLY DISAGREE 1	MODERATELY DISAGREE 2	SOMETIMES DISAGREE 3	SOMETIMES AGREE 4	MODERATELY AGREE 5	STRONGLY AGREE 6
36. The resource specialist monitors curriculum implementation for students with learning disabilities.	( )	( )	( )	( )	( )	( )
37. Teachers emphasize high standards of achievement for all students.	( )	( )	( )	( )	( )	( )
38. Instruction in acceptable social values is provided to students with learning disabilities throughout the curriculum.	( )	( )	( )	( )	( )	( )
39. Teachers believe that students with learning disabilities require Resource Specialist Program services for not more than three years.	( )	( )	( )	( )	( )	( )
40. The principal is highly visible throughout the school, including the Resource Specialist Program.	( )	( )	( )	( )	( )	( )
41. The instructional program prepares students with learning disabilities to get along with others.	( )	( )	( )	( )	( )	( )
42. Teachers at this school hold high expectations for all students, including students with learning disabilities.	( )	( )	( )	( )	( )	( )
43. Instruction in social interaction skills is provided to students with learning disabilities.	( )	( )	( )	( )	( )	( )
44. Teachers believe that students with learning disabilities would receive greater instructional benefits if resource specialist services were provided in the regular classroom setting.	( )	( )	( )	( )	( )	( )
45. This school is preparing students with learning disabilities to live independently in the community.	( )	( )	( )	( )	( )	( )

STATEMENTS OF SERVICES	STRONGLY DISAGREE 1	MODERATELY DISAGREE 2	SOMETIMES DISAGREE 3	SOMETIMES AGREE 4	MODERATELY AGREE 5	STRONGLY AGREE 6
46. More educational benefits could be derived for students with learning disabilities by having the resource specialist consult with the regular teacher than by providing direct instruction to students.	( )	( )	( )	( )	( )	( )
47. Teachers use multiple assessment methods to determine progress of students with learning disabilities.	( )	( )	( )	( )	( )	( )
48. Teachers at this school allow sufficient time for students with learning disabilities to participate in the instruction of basic skills.	( )	( )	( )	( )	( )	( )
49. Students with learning disabilities receive Resource Specialist Program services during the same time that non-handicapped students receive instruction in the core curriculum.	( )	( )	( )	( )	( )	( )
50. This school is a safe and supportive place to work.	( )	( )	( )	( )	( )	( )
51. The principal establishes curriculum priorities for the Resource Specialist Program.	( )	( )	( )	( )	( )	( )
52. The principal/vice principal monitors curriculum implementation for both regular and Resource Specialist Programs.	( )	( )	( )	( )	( )	( )
53. Teachers ensure that students with learning disabilities participate in the classroom's core curriculum.	( )	( )	( )	( )	( )	( )
54. This school is preparing students with learning disabilities to participate in social or community activities.	( )	( )	( )	( )	( )	( )

STATEMENTS OF SERVICES	STRONGLY DISAGREE 1	MODERATELY DISAGREE 2	SOMETIMES DISAGREE 3	SOMETIMES AGREE 4	MODERATELY AGREE 5	STRONGLY AGREE 6
55. The instructional program prepares students with learning disabilities to participate in the democratic process.	()	()	()	()	()	()
56. RSP students who have exited into regular education classes with no further need for special education services are performing satisfactorily in the academic areas.	()	()	()	()	()	()
57. Few students return to special education after exiting the Resource Specialist Program.	()	()	()	()	()	()

RESOURCE SPECIALIST FUNCTIONS

Following is a list of responsibilities most frequently reported by resource specialists. In the space provided, indicate the percentage of Resource Specialist time devoted to each function. The sum for all responsibilities must total 100%.

FUNCTIONS	PERCENT OF TIME
1. Direct Contact with Students	
2. Consultation with Regular Teachers	
3. Modification of Materials	
4. Student Study Team Participation	
5. Preparation for Teaching	
6. Assessment of Students	
7. Administrative Duties	
8. General Supervision of Students	
9. Other	
a.______________________	
b.______________________	
TOTAL	**100%**

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Appendix A
The Eleven Surveys

RESOURCE SPECIALIST PROGRAM

Special education means many things to many people. The following questionnaire will provide the State Department of Education with information to be able to answer the question, "What is so special about special education?"

Following is a list of "Teaching Strategies" most frequently reported as used in special education instruction. Distribute 100 points to indicate the proportion of instructional time which is devoted to that instructional strategy as a Resource Specialist Teacher. Enter your point distribution in the appropriate cell and column. Remember, your total should not exceed 100 points.

STRATEGIES	WEIGHT OF STRATEGIES BY SETTING		
	In Regular Class	In Pull-Out	Totals
1.0 Interactive Discussion			
2.0 Cooperative/Team Learning			
3.0 Worksheets/Textbook Exercises			
4.0 Role Playing/Simulation			
5.0 Multi-media Instruction			
6.0 Individual Seat-work			
TOTAL			100

Following is a list of "Grouping Characteristics" frequently reported as used in special education instruction. Distribute 100 points to indicate the proportion of instructional time which is devoted to that grouping characteristic as a Resource Specialist Teacher. Enter your point distribution in the appropriate cell and column. Remember, your total should not exceed 100 points.

GROUPING CHARATERISTICS	WEIGHT OF CHARACTERISTICS BY SETTING		
	In Regular Class	In Pull-Out	Totals
1.0 Whole Class Instruction			
2.0 One-to-One Instruction			
3.0 Small Group Instruction (3-5 Students)			
TOTAL			100

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Appendix A
The Eleven Surveys

RESOURCE SPECIALIST PROGRAM SURVEY

Please answer the following questions about your resource specialist program as succinctly as possible. Respond to question number three without thinking of any additional money. REMEMBER, BE CONCISE.

1.0 List three things that are working very effectively in the resource specialist program.

1.1____

____

1.2____

____

1.3____

____

2.0 Please list three things that are not working well in the resource specialist program.

2.1____

____

2.2____

____

2.3____

____

3.0 What specific changes in your resource program do you recommend in order to improve this program. BE SPECIFIC.

3.1____

____

3.2____

____

3.3____

____

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Appendix A

The Eleven Surveys

EXIT CRITERIA FOR STUDENTS WITH LEARNING DISABILITIES

The purpose of the questionnaire is to provide the State Department of Education with information on the most important factors to consider in determining whether a student with learning disabilities no longer needs special education services from the Resource Specialist Program.

Position of respondent:
Regular Teacher _____ Administrator _____ Special Ed. Teacher _____ Other _____

Please read the following factors carefully. In the cells beside each characteristic, distribute 100 points to indicate the importance which you assign to each factor in making the decision to return a student with learning disabilities to the regular program. You may assign any number of points you wish to any of the cells. However, do not assign the same number of points to any two factors and make sure that the total number for all cells does not exceed 100 points.

CHARACTERISTICS	WEIGHT OF CHARACTERISTICS
1.0 Improved Classroom Behavior	
2.0 Improved Reading Skills	
3.0 Improved Communication Skills	
4.0 Improved Computation Skills	
5.0 Improved Self-Concept	
6.0 Time on Task Adjustment	
7.0 Improved School Adjustment	
8.0 More Desire to Learn	
9.0 More Commitment to Homework	
10.0 Improved Social Adjustment	
11.0 Discrepancy Criteria	
12.0 Others	
a.______________________	
b.______________________	
TOTAL	100

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Appendix A
The Eleven Surveys

CURRENT STAFF DEVELOPMENT ACTIVITIES

Position of respondent: Regular Teacher____ Administrator____ Special Ed Teacher____
Primary Grade ____ Intermediate ____ High School ____
Level of respondent: K-6 ______ 7-9 ______ 10-12 ______ Other _____

Please tell us what the nature of your current staff development activities is by responding to the following items:

1. Is there, currently, a staff development program in your school? Yes ___ No ___

If yes:

2. Who coordinates the staff development program (position)?

____

____

3. How do the teachers make their staff development needs known?

____

____

4. Are the inservice sessions planned with teacher representatives? Yes ___ No ___

If yes, how are they selected?

____

____

5. How many staff development sessions are conducted during a given school year?

____

____

6. Are the current inservice sessions linked to desired student outcomes? Yes ___ No ___

Please explain your answer.

____

____

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7. Do the current inservice sessions meet your needs? Yes ___ No ___

Please explain your answer.

____

____

8. In what areas were inservice sessions conducted during this current school year? Check the area(s) in which the inservice was provided and the number of sessions provided in each area.

AREAS OF INSERVICE		
	Check	Number of Sessions
1.0 Strategies for teaching reading		
2.0 Strategies for teaching math		
3.0 Strategies for teaching language		
4.0 Strategies for teaching LEP students		
5.0 Strategies for working with high risk students.		
6.0 Classroom management		
7.0 Strategies for teaching mainstream students with special needs		
8.0 Other		
a. ____________		
b. ____________		
c. ____________		

9. In Column Two please indicate the number of inservices provided by each respective agency listed in Column One. Assign a rating which indicates your perception of the value of the inservice(s) by that agency(ies) which provided the inservice.

AGENCY	NUMBER OF INSERVICES	RATING OF INSERVICES					
		VERY POOR					OUTSTANDING
1.0 Local School	________	○	○	○	○	○	○
2.0 District Office	________	○	○	○	○	○	○
3.0 County Office	________	○	○	○	○	○	○
4.0 Selpa	________	○	○	○	○	○	○
5.0 S.D.E.	________	○	○	○	○	○	○
6.0 Other (Specify)							
a. ________	________	○	○	○	○	○	○
b. ________	________	○	○	○	○	○	○
c. ________	________	○	○	○	○	○	○

10. What specific recommendations would you offer in order to improve the inservice program?

____

____

STAFF DEVELOPMENT

Position of respondent: Regular Teacher____ Administrator____ Special Ed Teacher____
Primary Grade ____ Intermediate ____ High School ____
Level of respondent: K-6 ____ 7-9 ____ 10-12 ____ Other ____

Directions: Please think in terms of all the inservice sessions that you attended during the 1987-88 school year, and give an overall rating for each question asked by marking the appropriate bubble.

INSERVICE	STRONGLY DISAGREE 1	MODERATELY DISAGREE 2	SOMETIMES DISAGREE 3	SOMETIMES AGREE 4	MODERATELY AGREE 5	STRONGLY AGREE 6
1. The overall quality of the inservice was high.	()	()	()	()	()	()
2. The content of the inservice was very meaningful.	()	()	()	()	()	()
3. The inservice was linked to school program goals and objectives.	()	()	()	()	()	()
4. The objectives of the inservice were clear.	()	()	()	()	()	()
5. The inservice was very beneficial.	()	()	()	()	()	()
6. My expectations and needs were met.	()	()	()	()	()	()
7. Adequate attention was given to arrangements for the inservice, (time, place, facilities).	()	()	()	()	()	()
8. Follow-up support for inservice activities was available.	()	()	()	()	()	()

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Appendix A
The Eleven Surveys

TRANSITION FOR LEARNING DISABLED HIGH SCHOOL STUDENTS

Research Question

Are schools preparing students with learning disabilities to be productive citizens after they leave high school?

Position of respondent:
Regular Teacher_____ Administrator _____ Special Ed Teacher _____ Other _____

Directions: For each of the following items, please indicate to what extent you agree or disagree with the statement as it applies to you.

	SKILLS	STRONGLY DISAGREE 1	MODERATELY DISAGREE 2	SOMETIMES DISAGREE 3	SOMETIMES AGREE 4	MODERATELY AGREE 5	STRONGLY AGREE 6
1.	Vocational teachers at this school have practical experiences in the occupational fields they are instructing.	()	()	()	()	()	()
2.	The principal at this school supports a job-specific skill curriculum.	()	()	()	()	()	()
3.	The business community cooperates with this school in helping students with learning disabilities obtain employment.	()	()	()	()	()	()
4.	The school curriculum for students with learning disabilities stresses skills essential for maintaining employment.	()	()	()	()	()	()
5.	Community-school support programs are available for students with learning disabilities who experience work-related problems.	()	()	()	()	()	()
6.	Job-skill training is articulated throughout the school curriculum.	()	()	()	()	()	()

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SKILLS	STRONGLY DISAGREE 1	MODERATELY DISAGREE 2	SOMETIMES DISAGREE 3	SOMETIMES AGREE 4	MODERATELY AGREE 5	STRONGLY AGREE 6
7. Students with learning disabilities at this school understand the required skills for the career of their choice.	( )	( )	( )	( )	( )	( )
8. Job-specific skill training opportunities are included in the curriculum.	( )	( )	( )	( )	( )	( )
9. Job-interview training is provided for students with learning disabilities.	( )	( )	( )	( )	( )	( )
10 Consumer education is included in the curriculum for students with learning disabilities.	( )	( )	( )	( )	( )	( )
11. Skills to assist students with learning disabilities manage their financial matters are included in the curriculum.	( )	( )	( )	( )	( )	( )

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Appendix A

The Eleven Surveys

PARENT SURVEY

The purpose of this survey is to provide information on issues that may be related to school environment. Although it is believed that school environment is important for school success, no information is available for how these issues may affect different student populations. By carefully and accurately completing this survey you will greatly contribute to a better understanding of which issues are important to the success of different student groups. All information obtained will be held in strictest confidence and will be used for State Department of Education evaluation purposes only.

Directions: For each of the following items, please indicate to what extent you agree or disagree with the statement.

	ISSUES	STRONGLY DISAGREE 1	MODERATELY DISAGREE 2	SOMETIMES DISAGREE 3	SOMETIMES AGREE 4	MODERATELY AGREE 5	STRONGLY AGREE 6
1.	The purposes and priorities of the school are clear to me.	( )	( )	( )	( )	( )	( )
2.	My child is encouraged to learn as much and as fast as possible.	( )	( )	( )	( )	( )	( )
3.	My child's teachers are very enthusiastic.	( )	( )	( )	( )	( )	( )
4.	I am confident that my child is safe while at school.	( )	( )	( )	( )	( )	( )
5.	The rules of behavior at school have been made very clear to me.	( )	( )	( )	( )	( )	( )
6.	My child has pride in the school and tries to keep it clean and neat.	( )	( )	( )	( )	( )	( )
7.	I am actively encouraged to become involved in school activities.	( )	( )	( )	( )	( )	( )
8.	My child's teachers expect my child to graduate from high school.	( )	( )	( )	( )	( )	( )

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ISSUES	STRONGLY DISAGREE 1	MODERATELY DISAGREE 2	SOMETIMES DISAGREE 3	SOMETIMES AGREE 4	MODERATELY AGREE 5	STRONGLY AGREE 6
9. I am encouraged to visit classrooms.	( )	( )	( )	( )	( )	( )
10. My child's teachers think that I have an important contribution to make in my child's education.	( )	( )	( )	( )	( )	( )
11. I am kept aware of my child's progress.	( )	( )	( )	( )	( )	( )
12. I am encouraged by teachers to help my child with his/her homework.	( )	( )	( )	( )	( )	( )
13. My child's teachers contact me regularly to discuss his/her work.	( )	( )	( )	( )	( )	( )
14. My child's teachers stress academic achievement.	( )	( )	( )	( )	( )	( )
15. My child is continuously encouraged by teachers to work hard.	( )	( )	( )	( )	( )	( )
16. The principal expects all students from this school to graduate from high school.	( )	( )	( )	( )	( )	( )
17. My child has learned good study habits at school.	( )	( )	( )	( )	( )	( )
18. My child spends most of his/her day on reading, math, English, and social studies.	( )	( )	( )	( )	( )	( )
19. My child does homework at least three school nights a week.	( )	( )	( )	( )	( )	( )
20. My child's teachers provide me with ideas to help my child with school work.	( )	( )	( )	( )	( )	( )

	ISSUES	STRONGLY DISAGREE 1	MODERATELY DISAGREE 2	SOMETIMES DISAGREE 3	SOMETIMES AGREE 4	MODERATELY AGREE 5	STRONGLY AGREE 6
21.	I was encouraged to participate in my child's IEP meeting.	()	()	()	()	()	()
22.	The IEP team listened to my comments during the IEP team meeting.	()	()	()	()	()	()
23.	Since my child has been participating in the Resource Specialist Program, he/she is doing better with regular class school work.	()	()	()	()	()	()
24.	The resource specialist teacher keeps me well informed on my child's success with his/her individualized special education program.	()	()	()	()	()	()
25.	My child has many friends in this school who do not receive special education services.	()	()	()	()	()	()
26.	I have been encouraged by my child's special education teacher to visit his/her special education classes.	()	()	()	()	()	()
27.	My child participates in many school activities held by the school that relate to school work.	()	()	()	()	()	()
28.	My child is getting a good education through the assistance provided by the special education program.	()	()	()	()	()	()

	STRONGLY DISAGREE	MODERATELY DISAGREE	SOMETIMES DISAGREE	SOMETIMES AGREE	MODERATELY AGREE	STRONGLY AGREE
ISSUES	**1**	**2**	**3**	**4**	**5**	**6**
29. My child's special education teacher contacts me often to inform me about my child's progress in the special education class.	()	()	()	()	()	()
30. I feel that I understand my child's individualized educational program.	()	()	()	()	()	()
31. I know when my child's individualized educational program will be reviewed by the school.	()	()	()	()	()	()
32. My child enjoys attending his/her special education classes.	()	()	()	()	()	()

Appendix B

Survey Response Means, Standard Deviations, and Number of Cases

Survey: *General School Survey, Item #1*
Question: *Teachers interact with parents about their childrens' progress including parents of learning disabled students.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.05	.86	91
High School Assistant Principals	4.99	.90	219
High School Regular Education Teachers	4.59	1.12	1346
High School Special Education Teachers	5.07	1.05	270
Elementary Principals	5.51	.75	332
Elementary Assistant Principals	5.28	.77	186
Elementary Regular Education Teachers	5.32	.95	2932
Elementary Special Education Teachers	5.27	.96	438
All Respondents	**5.13**	**1.03**	**5814**

Survey: *General School Survey, Item #2*
Question: *Teachers monitor student work closely.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.18	.85	91
High School Assistant Principals	5.20	.79	216
High School Regular Education Teachers	5.11	.87	1350
High School Special Education Teachers	5.14	.93	267
Elementary Principals	5.43	.77	332
Elementary Assistant Principals	5.32	.70	186
Elementary Regular Education Teachers	5.42	.78	2933
Elementary Special Education Teachers	5.16	.94	439
All Respondents	**5.30**	**.83**	**5814**

Survey: *General School Survey, Item #3*
Question: *Teachers believe that special education students can succeed in the core curriculum.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.49	1.10	91
High School Assistant Principals	4.56	1.05	215
High School Regular Education Teachers	4.04	1.20	1339
High School Special Education Teachers	4.25	1.24	270
Elementary Principals	4.68	.95	331
Elementary Assistant Principals	4.51	1.06	186
Elementary Regular Education Teachers	4.29	1.27	2912
Elementary Special Education Teachers	4.11	1.34	437
All Respondents	**4.26**	**1.24**	**5781**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *General School Survey, Item #4*
Question: *The principal/vice principal serves as the administrator for all IEP team meetings.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.21	1.82	90
High School Assistant Principals	4.11	1.89	214
High School Regular Education Teachers	4.02	1.69	851
High School Special Education Teachers	2.67	2.01	267
Elementary Principals	4.86	1.51	327
Elementary Assistant Principals	4.89	1.42	184
Elementary Regular Education Teachers	4.72	1.58	2578
Elementary Special Education Teachers	3.72	2.06	437
All Respondents	**4.38**	**1.77**	**4948**

Survey: *General School Survey, Item #5*
Question: *Teachers pace their instructional programs to challenge all students.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.74	.81	91
High School Assistant Principals	4.73	.95	219
High School Regular Education Teachers	4.59	1.09	1352
High School Special Education Teachers	4.29	1.25	269
Elementary Principals	5.03	.88	330
Elementary Assistant Principals	4.82	.87	186
Elementary Regular Education Teachers	4.95	.99	2934
Elementary Special Education Teachers	4.30	1.35	438
All Respondents	**4.78**	**1.07**	**5819**

Survey: *General School Survey, Item #6*
Question: *The principal/vice principal is available to discuss instructional issues related to this school.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.75	.52	91
High School Assistant Principals	5.67	.77	219
High School Regular Education Teachers	4.99	1.24	1341
High School Special Education Teachers	4.90	1.35	270
Elementary Principals	5.87	.42	332
Elementary Assistant Principals	5.70	.69	187
Elementary Regular Education Teachers	5.29	1.13	2930
Elementary Special Education Teachers	5.23	1.24	439
All Respondents	**5.26**	**1.14**	**5809**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *General School Survey, Item #7*
Question: *Students with learning disabilities need special education services in the resource room to be successful in the regular classroom.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.13	1.08	90
High School Assistant Principals	5.28	.98	218
High School Regular Education Teachers	5.38	.94	1330
High School Special Education Teachers	5.48	.81	269
Elementary Principals	5.15	1.19	329
Elementary Assistant Principals	5.20	1.10	187
Elementary Regular Education Teachers	5.43	.97	2906
Elementary Special Education Teachers	5.25	1.18	437
All Respondents	**5.37**	**1.00**	**5766**

Survey: *General School Survey, Item #8*
Question: *Regular classroom teachers use flexible grouping patterns for working with students.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.27	1.04	91
High School Assistant Principals	4.16	1.03	215
High School Regular Education Teachers	4.06	1.18	1323
High School Special Education Teachers	3.53	1.29	265
Elementary Principals	4.84	1.02	330
Elementary Assistant Principals	4.58	1.06	186
Elementary Regular Education Teachers	4.88	1.09	2908
Elementary Special Education Teachers	4.17	1.31	437
All Respondents	**4.52**	**1.21**	**5755**

Survey: *General School Survey, Item #9*
Question: *Teachers modify instructional materials to meet individual student's needs.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.41	.80	89
High School Assistant Principals	4.25	.98	216
High School Regular Education Teachers	4.22	1.17	1329
High School Special Education Teachers	3.52	1.38	268
Elementary Principals	4.86	.90	330
Elementary Assistant Principals	4.48	1.14	186
Elementary Regular Education Teachers	4.86	1.07	2908
Elementary Special Education Teachers	3.89	1.36	435
All Respondents	**4.53**	**1.19**	**5761**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *General School Survey, Item #10*
Question: *The provision of assistance to non-handicapped students by the resource specialist interferes with services provided to students with learning disabilities.*

Respondent Group	Mean	Sdev	Cases
High School Principals	1.79	1.24	86
High School Assistant Principals	2.15	1.49	199
High School Regular Education Teachers	2.47	1.43	1063
High School Special Education Teachers	2.41	1.70	255
Elementary Principals	2.05	1.51	315
Elementary Assistant Principals	2.21	1.54	172
Elementary Regular Education Teachers	2.27	1.55	2528
Elementary Special Education Teachers	2.43	1.79	411
All Respondents	**2.30**	**1.55**	**5029**

Survey: *General School Survey, Item #11*
Question: *Teachers are strongly committed to continuous student assessment and accountability.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.80	.98	91
High School Assistant Principals	4.89	.95	218
High School Regular Education Teachers	4.82	1.10	1329
High School Special Education Teachers	4.66	1.10	267
Elementary Principals	5.10	.94	329
Elementary Assistant Principals	4.95	.98	186
Elementary Regular Education Teachers	5.24	.92	2909
Elementary Special Education Teachers	4.84	1.12	436
All Respondents	**5.05**	**1.02**	**5765**

Survey: *General School Survey, Item #12*
Question: *The principal ensures that materials and supplies needed to instruct students with learning disabilities in the basic skills are available.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.33	.72	89
High School Assistant Principals	5.33	.82	213
High School Regular Education Teachers	4.41	1.41	1186
High School Special Education Teachers	4.16	1.57	264
Elementary Principals	5.53	.70	329
Elementary Assistant Principals	5.37	.96	185
Elementary Regular Education Teachers	4.84	1.28	2784
Elementary Special Education Teachers	4.69	1.53	437
All Respondents	**4.79**	**1.33**	**5487**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *General School Survey, Item #13*
Question: *Teachers regularly allow sufficient time for interactive learning.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.65	.96	90
High School Assistant Principals	4.51	.99	215
High School Regular Education Teachers	4.37	1.04	1306
High School Special Education Teachers	4.09	1.19	268
Elementary Principals	4.82	.89	329
Elementary Assistant Principals	4.70	.92	186
Elementary Regular Education Teachers	4.78	1.00	2862
Elementary Special Education Teachers	4.37	1.20	431
All Respondents	**4.61**	**1.05**	**5687**

Survey: *General School Survey, Item #14*
Question: *Teachers work together to find successful teaching strategies for students who have difficulty learning.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.69	1.00	91
High School Assistant Principals	4.41	1.14	217
High School Regular Education Teachers	4.09	1.35	1321
High School Special Education Teachers	4.07	1.32	268
Elementary Principals	4.92	1.05	328
Elementary Assistant Principals	4.62	1.11	185
Elementary Regular Education Teachers	4.72	1.23	2899
Elementary Special Education Teachers	4.27	1.36	436
All Respondents	**4.51**	**1.29**	**5745**

Survey: *General School Survey, Item #15*
Question: *Teachers believe that students with learning disabilities can live productive lives upon completing their education.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.27	.89	91
High School Assistant Principals	5.11	.87	215
High School Regular Education Teachers	5.00	1.03	1330
High School Special Education Teachers	4.59	1.18	267
Elementary Principals	5.34	.78	329
Elementary Assistant Principals	5.12	.83	185
Elementary Regular Education Teachers	5.20	.96	2891
Elementary Special Education Teachers	4.61	1.20	434
All Respondents	**5.08**	**1.01**	**5742**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *General School Survey, Item #16*
Question: *Teachers believe that they have the necessary skills and abilities to reach even the most difficult students.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.50	1.10	91
High School Assistant Principals	4.51	1.06	216
High School Regular Education Teachers	3.92	1.42	1334
High School Special Education Teachers	3.81	1.44	268
Elementary Principals	4.48	1.15	330
Elementary Assistant Principals	4.35	1.21	186
Elementary Regular Education Teachers	4.18	1.38	2897
Elementary Special Education Teachers	3.89	1.40	436
All Respondents	**4.12**	**1.38**	**5758**

Survey: *General School Survey, Item #17*
Question: *The school is conducive to teaching and learning.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.60	.77	91
High School Assistant Principals	5.55	.67	219
High School Regular Education Teachers	5.01	1.11	1351
High School Special Education Teachers	5.02	1.08	270
Elementary Principals	5.72	.57	331
Elementary Assistant Principals	5.49	.70	187
Elementary Regular Education Teachers	5.39	.96	2931
Elementary Special Education Teachers	5.23	1.08	440
All Respondents	**5.30**	**1.00**	**5820**

Survey: *General School Survey, Item #18*
Question: *Teachers believe that most students with learning disabilities will graduate from high school.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.95	.99	91
High School Assistant Principals	4.88	.92	216
High School Regular Education Teachers	4.56	1.06	1322
High School Special Education Teachers	4.48	1.23	270
Elementary Principals	4.83	1.04	325
Elementary Assistant Principals	4.56	1.05	186
Elementary Regular Education Teachers	4.41	1.16	2883
Elementary Special Education Teachers	4.31	1.25	439
All Respondents	**4.50**	**1.13**	**5732**

Appendix B

Survey Response Means, Standard Deviations, and Number of Cases

Survey: *General School Survey, Item #19*
Question: *Praise and recognition are given to students for academic and educational excellence.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.65	.68	91
High School Assistant Principals	5.56	.69	218
High School Regular Education Teachers	5.40	.82	1345
High School Special Education Teachers	5.44	.82	270
Elementary Principals	5.76	.59	332
Elementary Assistant Principals	5.62	.65	186
Elementary Regular Education Teachers	5.65	.70	2926
Elementary Special Education Teachers	5.59	.77	440
All Respondents	**5.58**	**.74**	**5808**

Survey: *General School Survey, Item #20*
Question: *Teachers believe that most students with learning disabilities can succeed in college after graduating from high school.*

Respondent Group	Mean	Sdev	Cases
High School Principals	3.84	1.05	91
High School Assistant Principals	3.87	1.08	214
High School Regular Education Teachers	3.54	1.27	1318
High School Special Education Teachers	3.14	1.30	270
Elementary Principals	3.99	1.20	318
Elementary Assistant Principals	3.74	1.13	183
Elementary Regular Education Teachers	3.83	1.26	2854
Elementary Special Education Teachers	3.29	1.31	439
All Respondents	**3.70**	**1.27**	**5687**

Survey: *General School Survey, Item #21*
Question: *The principal initiates and leads frequent discussions concerning instruction and student achievement.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.94	1.03	90
High School Assistant Principals	4.80	1.17	216
High School Regular Education Teachers	3.74	1.55	1303
High School Special Education Teachers	3.66	1.58	268
Elementary Principals	5.17	.90	330
Elementary Assistant Principals	4.81	1.31	183
Elementary Regular Education Teachers	4.41	1.47	2894
Elementary Special Education Teachers	4.37	1.54	436
All Respondents	**4.30**	**1.51**	**5720**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *General School Survey, Item #22*
Question: *The principal frequently communicates to parents and the community about the instructional program.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.30	.89	91
High School Assistant Principals	5.18	.98	216
High School Regular Education Teachers	4.55	1.32	1295
High School Special Education Teachers	4.38	1.40	268
Elementary Principals	5.35	.80	332
Elementary Assistant Principals	5.04	1.20	185
Elementary Regular Education Teachers	4.88	1.27	2891
Elementary Special Education Teachers	4.85	1.28	434
All Respondents	**4.83**	**1.27**	**5712**

Survey: *General School Survey, Item #23*
Question: *During this past school year, most of the resource specialist's time was devoted assisting with school administrative responsibilities rather than with direct instruction.*

Respondent Group	Mean	Sdev	Cases
High School Principals	1.50	1.01	89
High School Assistant Principals	1.70	1.09	212
High School Regular Education Teachers	2.68	1.56	993
High School Special Education Teachers	2.12	1.47	270
Elementary Principals	1.31	.89	329
Elementary Assistant Principals	1.59	1.17	186
Elementary Regular Education Teachers	2.14	1.56	2755
Elementary Special Education Teachers	1.70	1.32	439
All Respondents	**2.10**	**1.51**	**5273**

Survey: *General School Survey, Item #24*
Question: *Teachers are encouraged to use test results to systematically plan curriculum improvement.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.52	1.21	91
High School Assistant Principals	4.50	1.13	216
High School Regular Education Teachers	3.89	1.41	1305
High School Special Education Teachers	4.07	1.38	270
Elementary Principals	5.13	.91	330
Elementary Assistant Principals	4.76	1.15	186
Elementary Regular Education Teachers	4.54	1.29	2893
Elementary Special Education Teachers	4.56	1.26	437
All Respondents	**4.41**	**1.33**	**5728**

Appendix B

Survey Response Means, Standard Deviations, and Number of Cases

Survey: *General School Survey, Item #25*
Question: *The resource specialist teacher assists the regular classroom teachers with modification of the curriculum for students with learning disabilities.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.90	.91	91
High School Assistant Principals	4.54	1.21	213
High School Regular Education Teachers	3.75	1.59	1274
High School Special Education Teachers	3.90	1.58	270
Elementary Principals	4.84	1.12	332
Elementary Assistant Principals	4.69	1.18	185
Elementary Regular Education Teachers	4.19	1.60	2879
Elementary Special Education Teachers	4.55	1.32	441
All Respondents	4.18	1.55	5685

Survey: *General School Survey, Item #26*
Question: *The principal minimizes interruptions during learning time.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.34	.83	91
High School Assistant Principals	5.25	1.02	216
High School Regular Education Teachers	4.42	1.54	1318
High School Special Education Teachers	5.02	1.19	268
Elementary Principals	5.45	.70	329
Elementary Assistant Principals	5.25	.95	187
Elementary Regular Education Teachers	4.85	1.34	2909
Elementary Special Education Teachers	5.05	1.27	436
All Respondents	**4.84**	**1.35**	**5754**

Survey: *General School Survey, Item #27*
Question: *Teachers provide equal opportunities for all students to participate in class discussions.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.04	.69	91
High School Assistant Principals	4.85	.87	214
High School Regular Education Teachers	4.93	1.01	1318
High School Special Education Teachers	4.81	1.08	267
Elementary Principals	5.17	.84	327
Elementary Assistant Principals	4.99	.95	186
Elementary Regular Education Teachers	5.36	.87	2902
Elementary Special Education Teachers	4.93	1.05	429
All Respondents	**5.15**	**.95**	**5734**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *General School Survey, Item #28*
Question: *Teachers assign homework regularly.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.17	.80	90
High School Assistant Principals	5.02	.87	214
High School Regular Education Teachers	4.97	1.04	1318
High School Special Education Teachers	4.67	1.20	266
Elementary Principals	5.50	.75	327
Elementary Assistant Principals	5.28	.84	187
Elementary Regular Education Teachers	5.48	.81	2907
Elementary Special Education Teachers	5.41	.87	434
All Respondents	**5.29**	**.93**	**5743**

Survey: *General School Survey, Item #29*
Question: *Teachers consistently enforce classroom rules and standards of behavior.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.15	.80	90
High School Assistant Principals	5.00	.90	215
High School Regular Education Teachers	4.78	1.12	1328
High School Special Education Teachers	4.75	1.09	268
Elementary Principals	5.51	.67	329
Elementary Assistant Principals	5.24	.89	187
Elementary Regular Education Teachers	5.35	.93	2909
Elementary Special Education Teachers	5.15	1.00	436
All Respondents	**5.16**	**1.01**	**5762**

Survey: *General School Survey, Item #30*
Question: *The resource specialist teacher promotes the professional growth of regular education teachers through the provision of staff development training.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.23	1.43	90
High School Assistant Principals	4.04	1.39	211
High School Regular Education Teachers	3.55	1.56	1240
High School Special Education Teachers	3.66	1.63	267
Elementary Principals	4.24	1.40	326
Elementary Assistant Principals	3.82	1.49	185
Elementary Regular Education Teachers	3.59	1.70	2828
Elementary Special Education Teachers	3.71	1.60	431
All Respondents	**3.67**	**1.63**	**5578**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *General School Survey, Item #31*
Question: *Teachers believe that a reduction of class size would be more beneficial to help students with learning disabilities succeed in regular education classes than services from a Resource Specialist Program (RSP).*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.01	1.88	89
High School Assistant Principals	3.96	1.79	208
High School Regular Education Teachers	4.61	1.69	1271
High School Special Education Teachers	3.34	1.86	260
Elementary Principals	3.71	1.81	319
Elementary Assistant Principals	3.72	1.70	180
Elementary Regular Education Teachers	4.13	1.91	2837
Elementary Special Education Teachers	3.22	1.85	427
All Respondents	**4.09**	**1.88**	**5591**

Survey: *General School Survey, Item #32*
Question: *The principal and teachers are mutually responsible for enforcing standards of student behavior.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.63	.82	91
High School Assistant Principals	5.50	.98	214
High School Regular Education Teachers	5.27	1.12	1326
High School Special Education Teachers	5.14	1.18	267
Elementary Principals	5.85	.41	329
Elementary Assistant Principals	5.59	.85	187
Elementary Regular Education Teachers	5.50	1.02	2899
Elementary Special Education Teachers	5.41	1.07	434
All Respondents	**5.45**	**1.03**	**5747**

Survey: *General School Survey, Item #33*
Question: *Teachers demonstrate a sense of collegiality and acceptance of each other as professionals.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.31	1.02	91
High School Assistant Principals	5.19	.86	216
High School Regular Education Teachers	5.03	1.10	1325
High School Special Education Teachers	4.96	1.09	266
Elementary Principals	5.46	.87	329
Elementary Assistant Principals	5.26	.90	187
Elementary Regular Education Teachers	5.34	.98	2896
Elementary Special Education Teachers	5.21	1.02	436
All Respondents	**5.24**	**1.01**	**5746**

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Survey Response Means, Standard Deviations, and Number of Cases

Survey: *General School Survey, Item #34*
Question: *Academic achievement scores have improved at this school because of the effective teaching skills of the staff.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.27	.77	90
High School Assistant Principals	5.00	.95	212
High School Regular Education Teachers	4.91	1.10	1281
High School Special Education Teachers	4.91	1.04	262
Elementary Principals	5.28	.89	326
Elementary Assistant Principals	5.03	.97	183
Elementary Regular Education Teachers	5.17	1.01	2814
Elementary Special Education Teachers	5.04	1.10	424
All Respondents	**5.09**	**1.04**	**5592**

Survey: *General School Survey, Item #35*
Question: *Teachers participate in making decisions about matters that will directly affect them.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.31	.77	91
High School Assistant Principals	5.21	.82	215
High School Regular Education Teachers	4.16	1.42	1330
High School Special Education Teachers	4.22	1.48	268
Elementary Principals	5.63	.56	328
Elementary Assistant Principals	5.13	.99	187
Elementary Regular Education Teachers	4.72	1.37	2899
Elementary Special Education Teachers	4.72	1.34	431
All Respondents	**4.66**	**1.37**	**5749**

Survey: *General School Survey, Item #36*
Question: *The resource specialist monitors curriculum implementation for students with learning disabilities.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.14	.91	90
High School Assistant Principals	5.05	.95	210
High School Regular Education Teachers	4.34	1.38	1160
High School Special Education Teachers	4.85	1.42	268
Elementary Principals	5.04	1.14	329
Elementary Assistant Principals	4.95	1.24	186
Elementary Regular Education Teachers	4.53	1.42	2809
Elementary Special Education Teachers	5.00	1.19	437
All Respondents	**4.62**	**1.37**	**5489**

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Survey Response Means, Standard Deviations, and Number of Cases

Survey: *General School Survey, Item #37*
Question: *Teachers emphasize high standards of achievement for all students.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.07	.79	91
High School Assistant Principals	5.08	.76	217
High School Regular Education Teachers	4.90	1.04	1340
High School Special Education Teachers	4.97	.89	267
Elementary Principals	5.41	.75	332
Elementary Assistant Principals	5.16	.87	186
Elementary Regular Education Teachers	5.34	.86	2919
Elementary Special Education Teachers	5.15	.95	438
All Respondents	**5.19**	**.92**	**5790**

Survey: *General School Survey, Item #38*
Question: *Instruction in acceptable social values is provided to students with learning disabilities throughout the curriculum.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.83	1.18	89
High School Assistant Principals	4.81	.94	212
High School Regular Education Teachers	4.56	1.10	1204
High School Special Education Teachers	4.83	1.14	265
Elementary Principals	5.22	.91	331
Elementary Assistant Principals	4.96	1.03	185
Elementary Regular Education Teachers	5.03	1.03	2814
Elementary Special Education Teachers	4.91	1.20	436
All Respondents	**4.91**	**1.07**	**5536**

Survey: *General School Survey, Item #39*
Question: *Teachers believe that students with learning disabilities require Resource Specialist Program services for not more than three years.*

Respondent Group	Mean	Sdev	Cases
High School Principals	2.87	1.48	83
High School Assistant Principals	2.79	1.31	193
High School Regular Education Teachers	3.01	1.40	1036
High School Special Education Teachers	2.53	1.53	256
Elementary Principals	3.18	1.47	311
Elementary Assistant Principals	3.09	1.38	179
Elementary Regular Education Teachers	2.87	1.49	2630
Elementary Special Education Teachers	2.62	1.46	421
All Respondents	**2.88**	**1.47**	**5109**

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Survey Response Means, Standard Deviations, and Number of Cases

Survey: *General School Survey, Item #40*
Question: *The principal is highly visible throughout the school, including the Resource Specialist Program.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.20	.96	90
High School Assistant Principals	4.85	1.19	216
High School Regular Education Teachers	3.98	1.62	1248
High School Special Education Teachers	3.76	1.84	267
Elementary Principals	5.56	.65	331
Elementary Assistant Principals	4.97	1.31	185
Elementary Regular Education Teachers	4.70	1.48	2856
Elementary Special Education Teachers	4.68	1.55	438
All Respondents	**4.57**	**1.54**	**5631**

Survey: *General School Survey, Item #41*
Question: *The instructional program prepares students with learning disabilities to get along with others.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.26	.80	91
High School Assistant Principals	5.05	.88	214
High School Regular Education Teachers	4.65	1.06	1262
High School Special Education Teachers	4.84	1.14	265
Elementary Principals	5.34	.85	331
Elementary Assistant Principals	5.01	1.00	186
Elementary Regular Education Teachers	4.87	1.09	2845
Elementary Special Education Teachers	4.94	1.11	438
All Respondents	**4.87**	**1.07**	**5632**

Survey: *General School Survey, Item #42*
Question: *Teachers at this school hold high expectations for all students, including students with learning disabilities.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.03	1.05	91
High School Assistant Principals	5.03	.87	214
High School Regular Education Teachers	4.71	1.13	1327
High School Special Education Teachers	4.56	1.27	267
Elementary Principals	5.37	.81	332
Elementary Assistant Principals	5.06	.94	187
Elementary Regular Education Teachers	5.16	1.05	2908
Elementary Special Education Teachers	4.77	1.24	438
All Respondents	**5.00**	**1.10**	**5764**

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Survey Response Means, Standard Deviations, and Number of Cases

Survey: *General School Survey, Item #43*
Question: *Instruction in social interaction skills is provided to students with learning disabilities.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.07	.98	91
High School Assistant Principals	4.86	1.00	211
High School Regular Education Teachers	4.63	1.02	1153
High School Special Education Teachers	4.79	1.22	268
Elementary Principals	5.23	.87	328
Elementary Assistant Principals	4.88	1.05	185
Elementary Regular Education Teachers	4.91	1.13	2778
Elementary Special Education Teachers	4.88	1.14	435
All Respondents	**4.86**	**1.10**	**5449**

Survey: *General School Survey, Item #44*
Question: *Teachers believe that students with learning disabilities would receive greater instructional benefits if resource specialist services were provided in the regular classroom setting.*

Respondent Group	Mean	Sdev	Cases
High School Principals	3.76	1.58	84
High School Assistant Principals	3.71	1.46	195
High School Regular Education Teachers	3.89	1.47	1207
High School Special Education Teachers	2.68	1.56	261
Elementary Principals	3.08	1.51	322
Elementary Assistant Principals	3.14	1.44	182
Elementary Regular Education Teachers	3.09	1.71	2781
Elementary Special Education Teachers	2.35	1.44	429
All Respondents	**3.22**	**1.66**	**5461**

Survey: *General School Survey, Item #45*
Question: *This school is preparing students with learning disabilities to live independently in the community.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.23	1.02	91
High School Assistant Principals	5.20	.80	213
High School Regular Education Teachers	4.73	1.02	1268
High School Special Education Teachers	4.90	1.24	267
Elementary Principals	5.18	.88	331
Elementary Assistant Principals	4.94	1.05	186
Elementary Regular Education Teachers	4.82	1.11	2841
Elementary Special Education Teachers	4.89	1.19	435
All Respondents	**4.86**	**1.09**	**5632**

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Survey Response Means, Standard Deviations, and Number of Cases

Survey: *General School Survey, Item #46*
Question: *More educational benefits could be derived for students with learning disabilities by having the resource specialist consult with the regular teacher than by providing direct instruction to students.*

Respondent Group	Mean	Sdev	Cases
High School Principals	3.65	1.67	88
High School Assistant Principals	3.72	1.61	210
High School Regular Education Teachers	3.62	1.55	1248
High School Special Education Teachers	2.93	1.70	267
Elementary Principals	2.93	1.67	328
Elementary Assistant Principals	2.96	1.65	184
Elementary Regular Education Teachers	2.88	1.70	2838
Elementary Special Education Teachers	2.64	1.61	435
All Respondents	**3.08**	**1.69**	**5598**

Survey: *General School Survey, Item #47*
Question: *Teachers use multiple assessment methods to determine progress of students with learning disabilities.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.74	1.26	91
High School Assistant Principals	4.61	1.11	210
High School Regular Education Teachers	4.25	1.24	1218
High School Special Education Teachers	4.32	1.58	264
Elementary Principals	4.88	1.11	330
Elementary Assistant Principals	4.60	1.24	185
Elementary Regular Education Teachers	4.70	1.22	2831
Elementary Special Education Teachers	4.25	1.64	429
All Respondents	**4.55**	**1.29**	**5558**

Survey: *General School Survey, Item #48*
Question: *Teachers at this school allow sufficient time for students with learning disabilities to participate in the instruction of basic skills.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.92	1.02	91
High School Assistant Principals	4.80	.90	212
High School Regular Education Teachers	4.44	1.07	1258
High School Special Education Teachers	4.13	1.39	268
Elementary Principals	5.04	.96	331
Elementary Assistant Principals	4.79	1.03	184
Elementary Regular Education Teachers	4.87	1.03	2848
Elementary Special Education Teachers	4.31	1.42	434
All Respondents	**4.70**	**1.12**	**5626**

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Survey Response Means, Standard Deviations, and Number of Cases

Survey: *General School Survey, Item #49*
Question: *Students with learning disabilities receive Resource Specialist Program services during the same time that non-handicapped students receive instruction in the core curriculum.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.94	1.13	85
High School Assistant Principals	4.93	1.27	200
High School Regular Education Teachers	4.65	1.22	1070
High School Special Education Teachers	4.84	1.51	260
Elementary Principals	4.60	1.47	325
Elementary Assistant Principals	4.79	1.25	179
Elementary Regular Education Teachers	4.84	1.33	2706
Elementary Special Education Teachers	4.80	1.51	423
All Respondents	**4.78**	**1.34**	**5248**

Survey: *General School Survey, Item #50*
Question: *This school is a safe and supportive place to work.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.87	.32	91
High School Assistant Principals	5.72	.55	218
High School Regular Education Teachers	5.16	1.14	1326
High School Special Education Teachers	5.21	1.10	268
Elementary Principals	5.83	.41	331
Elementary Assistant Principals	5.54	.80	187
Elementary Regular Education Teachers	5.43	.98	2895
Elementary Special Education Teachers	5.31	1.18	430
All Respondents	**5.39**	**1.01**	**5746**

Survey: *General School Survey, Item #51*
Question: *The principal establishes curriculum priorities for the Resource Specialist Program.*

Respondent Group	Mean	Sdev	Cases
High School Principals	3.96	1.54	89
High School Assistant Principals	4.20	1.41	204
High School Regular Education Teachers	3.96	1.42	883
High School Special Education Teachers	2.76	1.66	261
Elementary Principals	4.13	1.45	328
Elementary Assistant Principals	4.08	1.62	182
Elementary Regular Education Teachers	4.08	1.52	2330
Elementary Special Education Teachers	3.00	1.77	427
All Respondents	**3.89**	**1.58**	**4704**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *General School Survey, Item #52*
Question: *The principal/vice principal monitors curriculum implementation for both regular and Resource Specialist Programs.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.89	1.18	89
High School Assistant Principals	5.10	.96	210
High School Regular Education Teachers	4.44	1.33	1082
High School Special Education Teachers	3.79	1.70	265
Elementary Principals	5.19	1.01	331
Elementary Assistant Principals	5.01	1.18	185
Elementary Regular Education Teachers	4.68	1.34	2658
Elementary Special Education Teachers	4.20	1.63	433
All Respondents	**4.61**	**1.38**	**5253**

Survey: *General School Survey, Item #53*
Question: *Teachers ensure that students with learning disabilities participate in the classroom's core curriculum.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.05	.95	88
High School Assistant Principals	4.95	.90	212
High School Regular Education Teachers	4.63	1.04	1254
High School Special Education Teachers	4.74	1.24	267
Elementary Principals	5.16	.95	330
Elementary Assistant Principals	4.97	.92	183
Elementary Regular Education Teachers	5.01	1.06	2827
Elementary Special Education Teachers	4.77	1.25	423
All Respondents	**4.90**	**1.07**	**5584**

Survey: *General School Survey, Item #54*
Question: *This school is preparing students with learning disabilities to participate in social or community activities.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.33	.88	90
High School Assistant Principals	5.23	.81	214
High School Regular Education Teachers	4.76	.97	1256
High School Special Education Teachers	4.82	1.23	267
Elementary Principals	5.29	.90	330
Elementary Assistant Principals	5.12	.93	185
Elementary Regular Education Teachers	4.96	1.04	2835
Elementary Special Education Teachers	4.90	1.15	432
All Respondents	**4.95**	**1.03**	**5609**

Appendix B

Survey Response Means, Standard Deviations, and Number of Cases

Survey: *General School Survey, Item #55*
Question: *The instructional program prepares students with learning disabilities to participate in the democratic process.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.34	.80	91
High School Assistant Principals	5.18	.73	214
High School Regular Education Teachers	4.74	1.01	1230
High School Special Education Teachers	4.81	1.07	267
Elementary Principals	5.29	.81	331
Elementary Assistant Principals	5.17	.90	186
Elementary Regular Education Teachers	4.97	1.02	2822
Elementary Special Education Teachers	4.93	1.09	435
All Respondents	**4.95**	**1.01**	**5576**

Survey: *General School Survey, Item #56*
Question: *RSP students who have exited into regular education classes with no further need for special education services are performing satisfactorily in the academic areas.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.82	.89	90
High School Assistant Principals	4.81	.83	207
High School Regular Education Teachers	4.10	1.12	1113
High School Special Education Teachers	4.88	1.00	267
Elementary Principals	4.95	.91	327
Elementary Assistant Principals	4.69	.89	183
Elementary Regular Education Teachers	4.34	1.16	2644
Elementary Special Education Teachers	4.86	1.06	432
All Respondents	**4.44**	**1.13**	**5263**

Survey: *General School Survey, Item #57*
Question: *Few students return to special education after exiting the Resource Specialist Program.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.00	1.07	89
High School Assistant Principals	4.95	.89	197
High School Regular Education Teachers	4.14	1.10	885
High School Special Education Teachers	5.08	1.10	265
Elementary Principals	5.11	1.01	325
Elementary Assistant Principals	4.91	.99	180
Elementary Regular Education Teachers	4.52	1.16	2380
Elementary Special Education Teachers	5.04	1.15	433
All Respondents	**4.61**	**1.16**	**4754**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Resource Specialist Functions Survey, Item #1*
Question: *Percent of Time: Direct Contact with Students*

Respondent Group	Mean	Sdev	Cases
High School Principals	54.90	16.44	72
High School Special Education Teachers	53.99	17.57	261
Elementary Principals	63.96	15.65	311
Elementary Special Education Teachers	59.43	16.94	423
All Respondents	**59.11**	**17.11**	**1067**

Survey: *Resource Specialist Functions Survey, Item #2*
Question: *Percent of Time: Consultation with Regular Teachers*

Respondent Group	Mean	Sdev	Cases
High School Principals	10.69	11.53	72
High School Special Education Teachers	9.44	9.49	261
Elementary Principals	7.15	5.58	311
Elementary Special Education Teachers	6.91	4.41	423
All Respondents	**7.85**	**7.02**	**1067**

Survey: *Resource Specialist Functions Survey, Item #3*
Question: *Percent of Time: Modification of Materials*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.75	3.13	72
High School Special Education Teachers	5.65	4.63	261
Elementary Principals	3.82	3.24	311
Elementary Special Education Teachers	4.66	4.05	423
All Respondents	**4.66**	**4.05**	**1067**

Survey: *Resource Specialist Functions Survey, Item #4*
Question: *Percent of Time: Student Study Team Participation*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.77	3.94	72
High School Special Education Teachers	3.71	4.52	261
Elementary Principals	5.28	4.23	311
Elementary Special Education Teachers	4.62	3.99	423
All Respondents	**4.60**	**4.23**	**1067**

Appendix B

Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Resource Specialist Functions Survey, Item #5*
Question: *Percent of Time: Preparation for Teaching*

Respondent Group	Mean	Sdev	Cases
High School Principals	10.27	5.39	72
High School Special Education Teachers	9.30	5.49	261
Elementary Principals	6.95	5.01	311
Elementary Special Education Teachers	7.94	5.39	423
All Respondents	**8.14**	**5.40**	**1067**

Survey: *Resource Specialist Functions Survey, Item #6*
Question: *Percent of Time: Assessment of Students*

Respondent Group	Mean	Sdev	Cases
High School Principals	7.18	4.60	72
High School Special Education Teachers	7.52	4.85	261
Elementary Principals	8.83	7.22	311
Elementary Special Education Teachers	9.92	7.20	423
All Respondents	**8.83**	**6.63**	**1067**

Survey: *Resource Specialist Functions Survey, Item #7*
Question: *Percent of Time: Administrative Duties*

Respondent Group	Mean	Sdev	Cases
High School Principals	3.71	5.40	72
High School Special Education Teachers	5.35	7.58	261
Elementary Principals	1.98	3.42	311
Elementary Special Education Teachers	2.81	3.91	423
All Respondents	**3.25**	**5.20**	**1067**

Survey: *Resource Specialist Functions Survey, Item #8*
Question: *Percent of Time: General Supervision of Students*

Respondent Group	Mean	Sdev	Cases
High School Principals	2.55	4.95	72
High School Special Education Teachers	2.73	4.92	261
Elementary Principals	1.48	2.77	311
Elementary Special Education Teachers	2.18	3.69	423
All Respondents	**2.14**	**3.92**	**1067**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Resource Specialist Functions Survey, Item #9A*
Question: *Percent of Time: Other A*

Respondent Group	Mean	Sdev	Cases
High School Principals	.84	2.75	72
High School Special Education Teachers	1.79	5.05	261
Elementary Principals	.41	1.58	311
Elementary Special Education Teachers	1.05	2.90	423
All Respondents	**1.03**	**3.32**	**1067**

Survey: *Resource Specialist Functions Survey, Item #9B*
Question: *Percent of Time: Other B*

Respondent Group	Mean	Sdev	Cases
High School Principals	.27	1.42	72
High School Special Education Teachers	.46	2.31	261
Elementary Principals	.10	.75	311
Elementary Special Education Teachers	.44	4.94	423
All Respondents	**.33**	**3.36**	**1067**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Resource Specialist Program Strategies Survey, Item #1R*
Question: *In Regular Class - Weight of Interactive Discussion*

Respondent Group	Mean	Sdev	Cases
High School Principals	12.02	12.46	58
High School Special Education Teachers	9.35	13.26	231
Elementary Principals	6.94	10.85	265
Elementary Special Education Teachers	4.21	7.89	395
All Respondents	**6.70**	**10.80**	**949**

Survey: *Resource Specialist Program Strategies Survey, Item #1P*
Question: *In Pull-Out - Weight of Interactive Discussion*

Respondent Group	Mean	Sdev	Cases
High School Principals	12.83	14.48	58
High School Special Education Teachers	16.64	16.68	231
Elementary Principals	16.52	16.15	265
Elementary Special Education Teachers	20.12	17.13	395
All Respondents	**17.82**	**16.71**	**949**

Survey: *Resource Specialist Program Strategies Survey, Item #1T*
Question: *Total Weight of Interactive Discussion*

Respondent Group	Mean	Sdev	Cases
High School Principals	24.86	14.49	58
High School Special Education Teachers	26.00	15.72	231
Elementary Principals	23.46	16.20	265
Elementary Special Education Teachers	24.34	16.21	395
All Respondents	**24.53**	**15.99**	**949**

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Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Resource Specialist Program Strategies Survey, Item #2R*
Question: *In Regular Class - Weight of Cooperative/Team Learning*

Respondent Group	Mean	Sdev	Cases
High School Principals	9.43	8.77	58
High School Special Education Teachers	5.99	9.51	231
Elementary Principals	5.25	7.42	265
Elementary Special Education Teachers	3.99	9.00	395
All Respondents	**5.16**	**8.80**	**949**

Survey: *Resource Specialist Program Strategies Survey, Item #2P*
Question: *In Pull-Out - Weight of Cooperative/Team Learning*

Respondent Group	Mean	Sdev	Cases
High School Principals	7.63	8.29	58
High School Special Education Teachers	8.94	10.68	231
Elementary Principals	9.88	10.62	265
Elementary Special Education Teachers	12.90	11.76	395
All Respondents	**10.77**	**11.15**	**949**

Survey: *Resource Specialist Program Strategies Survey, Item #2T*
Question: *Total Weight of Cooperative/Team Learning*

Respondent Group	Mean	Sdev	Cases
High School Principals	17.06	10.96	58
High School Special Education Teachers	14.94	11.72	231
Elementary Principals	15.14	11.53	265
Elementary Special Education Teachers	16.90	12.85	395
All Respondents	**15.94**	**12.13**	**949**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Resource Specialist Program Strategies Survey, Item #3R*
Question: *In Regular Class - Weight of Worksheets/Textbook Exercises*

Respondent Group	Mean	Sdev	Cases
High School Principals	9.81	10.08	58
High School Special Education Teachers	8.68	11.73	231
Elementary Principals	6.73	9.92	265
Elementary Special Education Teachers	5.38	9.94	395
All Respondents	**6.83**	**10.50**	**949**

Survey: *Resource Specialist Program Strategies Survey, Item #3P*
Question: *In Pull-Out - Weight of Worksheets/Textbook Exercises*

Respondent Group	Mean	Sdev	Cases
High School Principals	9.39	10.95	58
High School Special Education Teachers	12.65	12.91	231
Elementary Principals	16.91	16.12	265
Elementary Special Education Teachers	15.66	14.44	395
All Respondents	**14.90**	**14.53**	**949**

Survey: *Resource Specialist Program Strategies Survey, Item #3T*
Question: *Total Weight of Worksheets/Textbook Exercises*

Respondent Group	Mean	Sdev	Cases
High School Principals	19.21	11.12	58
High School Special Education Teachers	21.34	12.67	231
Elementary Principals	23.65	16.00	265
Elementary Special Education Teachers	21.05	14.89	395
All Respondents	**21.73**	**14.54**	**949**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Resource Specialist Program Strategies Survey, Item #4R*
Question: *In Regular Class - Weight of Role Playing/Simulation*

Respondent Group	Mean	Sdev	Cases
High School Principals	3.32	4.99	58
High School Special Education Teachers	2.21	4.26	231
Elementary Principals	1.76	3.00	265
Elementary Special Education Teachers	1.08	2.53	395
All Respondents	**1.68**	**3.38**	**949**

Survey: *Resource Specialist Program Strategies Survey, Item #4P*
Question: *In Pull-Out - Weight of Role Playing/Simulation*

Respondent Group	Mean	Sdev	Cases
High School Principals	2.90	4.47	58
High School Special Education Teachers	3.58	5.67	231
Elementary Principals	3.64	4.79	265
Elementary Special Education Teachers	4.46	6.56	395
All Respondents	**3.92**	**5.79**	**949**

Survey: *Resource Specialist Program Strategies Survey, Item #4T*
Question: *Total Weight of Role Playing/Simulation*

Respondent Group	Mean	Sdev	Cases
High School Principals	6.23	7.60	58
High School Special Education Teachers	5.79	6.40	231
Elementary Principals	5.41	5.82	265
Elementary Special Education Teachers	5.54	6.84	395
All Respondents	**5.61**	**6.51**	**949**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Resource Specialist Program Strategies Survey, Item #5R*
Question: *In Regular Class - Weight of Multi-media Instruction*

Respondent Group	Mean	Sdev	Cases
High School Principals	6.43	7.76	58
High School Special Education Teachers	4.48	6.53	231
Elementary Principals	2.74	4.33	265
Elementary Special Education Teachers	1.99	4.31	395
All Respondents	**3.08**	**5.35**	**949**

Survey: *Resource Specialist Program Strategies Survey, Item #5P*
Question: *In Pull-Out - Weight of Multi-media Instruction*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.48	8.85	58
High School Special Education Teachers	6.26	7.02	231
Elementary Principals	8.29	11.01	265
Elementary Special Education Teachers	10.34	12.56	395
All Respondents	**8.47**	**10.92**	**949**

Survey: *Resource Specialist Program Strategies Survey, Item #5T*
Question: *Total Weight of Multi-media Instruction*

Respondent Group	Mean	Sdev	Cases
High School Principals	11.91	10.49	58
High School Special Education Teachers	10.75	7.59	231
Elementary Principals	11.03	11.32	265
Elementary Special Education Teachers	12.33	12.57	395
All Respondents	**11.56**	**11.07**	**949**

Appendix B

Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Resource Specialist Program Strategies Survey, Item #6R*
Question: *In Regular Class - Weight of Individual Seat-work*

Respondent Group	Mean	Sdev	Cases
High School Principals	9.56	11.68	58
High School Special Education Teachers	8.58	13.75	231
Elementary Principals	6.59	9.82	265
Elementary Special Education Teachers	4.49	8.99	395
All Respondents	**6.38**	**10.85**	**949**

Survey: *Resource Specialist Program Strategies Survey, Item #6P*
Question: *In Pull-Out - Weight of Individual Seat-work*

Respondent Group	Mean	Sdev	Cases
High School Principals	11.14	13.74	58
High School Special Education Teachers	12.58	14.35	231
Elementary Principals	14.68	14.04	265
Elementary Special Education Teachers	15.32	14.50	395
All Respondents	**14.22**	**14.34**	**949**

Survey: *Resource Specialist Program Strategies Survey, Item #6T*
Question: *Total Weight of Individual Seat-work*

Respondent Group	Mean	Sdev	Cases
High School Principals	20.71	13.75	58
High School Special Education Teachers	21.16	15.89	231
Elementary Principals	21.28	14.06	265
Elementary Special Education Teachers	19.81	14.56	395
All Respondents	**20.61**	**14.70**	**949**

Appendix B

Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Resource Specialist Program Grouping Survey, Item #1R*
Question: *In Regular Class - Weight of Whole Class Instruction*

Respondent Group	Mean	Sdev	Cases
High School Principals	22.14	22.04	63
High School Special Education Teachers	16.78	21.52	230
Elementary Principals	12.25	17.87	270
Elementary Special Education Teachers	9.44	17.65	394
All Respondents	**12.84**	**19.36**	**957**

Survey: *Resource Specialist Program Grouping Survey, Item #1P*
Question: *In Pull-Out - Weight of Whole Class Instruction*

Respondent Group	Mean	Sdev	Cases
High School Principals	11.17	13.93	63
High School Special Education Teachers	19.04	23.16	230
Elementary Principals	8.94	13.86	270
Elementary Special Education Teachers	13.56	18.01	394
All Respondents	**13.42**	**18.50**	**957**

Survey: *Resource Specialist Program Grouping Survey, Item #1T*
Question: *Total Weight of Whole Class Instruction*

Respondent Group	Mean	Sdev	Cases
High School Principals	33.32	18.87	63
High School Special Education Teachers	35.83	23.10	230
Elementary Principals	21.20	21.57	270
Elementary Special Education Teachers	23.01	21.58	394
All Respondents	**26.26**	**22.59**	**957**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Resource Specialist Program Grouping Survey, Item #2R*
Question: *In Regular Class - Weight of One-to-One Instruction*

Respondent Group	Mean	Sdev	Cases
High School Principals	11.64	15.96	63
High School Special Education Teachers	9.42	16.22	230
Elementary Principals	7.09	13.77	270
Elementary Special Education Teachers	3.96	10.25	394
All Respondents	**6.66**	**13.51**	**957**

Survey: *Resource Specialist Program Grouping Survey, Item #2P*
Question: *In Pull-Out - Weight of One-to-One Instruction*

Respondent Group	Mean	Sdev	Cases
High School Principals	21.64	18.79	63
High School Special Education Teachers	23.35	21.95	230
Elementary Principals	28.02	22.69	270
Elementary Special Education Teachers	30.63	23.38	394
All Respondents	**27.55**	**22.77**	**957**

Survey: *Resource Specialist Program Grouping Survey, Item #2T*
Question: *Total Weight of One-to-One Instruction*

Respondent Group	Mean	Sdev	Cases
High School Principals	33.28	17.15	63
High School Special Education Teachers	32.77	21.25	230
Elementary Principals	35.11	21.53	270
Elementary Special Education Teachers	34.59	21.96	394
All Respondents	**34.22**	**21.37**	**957**

Appendix B

Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Resource Specialist Program Grouping Survey, Item #3R*
Question: *In Regular Class - Weight of Small Group Instruction*

Respondent Group	Mean	Sdev	Cases
High School Principals	13.79	15.57	63
High School Special Education Teachers	10.23	16.64	230
Elementary Principals	8.94	12.91	270
Elementary Special Education Teachers	6.05	12.55	394
All Respondents	**8.38**	**14.10**	**957**

Survey: *Resource Specialist Program Grouping Survey, Item #3P*
Question: *In Pull-Out - Weight of Small Group Instruction*

Respondent Group	Mean	Sdev	Cases
High School Principals	19.60	18.08	63
High School Special Education Teachers	21.15	20.00	230
Elementary Principals	34.73	27.06	270
Elementary Special Education Teachers	36.32	25.85	394
All Respondents	**31.12**	**25.40**	**957**

Survey: *Resource Specialist Program Grouping Survey, Item #3T*
Question: *Total Weight of Small Group Instruction*

Respondent Group	Mean	Sdev	Cases
High School Principals	33.39	16.82	63
High School Special Education Teachers	31.39	19.03	230
Elementary Principals	43.67	23.47	270
Elementary Special Education Teachers	42.38	23.92	394
All Respondents	**39.51**	**22.85**	**957**

Appendix B

Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Staff Development Survey, Item #1*
Question: *The overall quality of the inservice was high.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.01	1.02	76
High School Regular Education Teachers	4.27	1.44	980
High School Special Education Teachers	4.48	1.24	247
Elementary Principals	5.11	.87	303
Elementary Regular Education Teachers	4.68	1.23	2674
All Respondents	**4.61**	**1.28**	**4280**

Survey: *Staff Development Survey, Item #2*
Question: *The content of the inservice was very meaningful.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.01	.93	76
High School Regular Education Teachers	4.16	1.44	984
High School Special Education Teachers	4.41	1.23	247
Elementary Principals	5.12	.86	303
Elementary Regular Education Teachers	4.60	1.22	2675
All Respondents	**4.53**	**1.28**	**4285**

Survey: *Staff Development Survey, Item #3*
Question: *The inservice was linked to school program goals and objectives.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.94	1.32	75
High School Regular Education Teachers	4.55	1.40	982
High School Special Education Teachers	4.68	1.24	246
Elementary Principals	5.27	.95	303
Elementary Regular Education Teachers	5.05	1.12	2673
All Respondents	**4.93**	**1.21**	**4279**

Survey: *Staff Development Survey, Item #4*
Question: *The objectives of the inservice were clear.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.12	1.03	75
High School Regular Education Teachers	4.66	1.29	975
High School Special Education Teachers	4.78	1.24	245
Elementary Principals	5.28	.89	301
Elementary Regular Education Teachers	5.03	1.14	2669
All Respondents	**4.95**	**1.18**	**4265**

Appendix B

Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Staff Development Survey, Item #5*
Question: *The inservice was very beneficial.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.93	1.10	75
High School Regular Education Teachers	4.10	1.51	973
High School Special Education Teachers	4.30	1.32	246
Elementary Principals	5.07	.88	300
Elementary Regular Education Teachers	4.55	1.29	2672
All Respondents	**4.48**	**1.34**	**4266**

Survey: *Staff Development Survey, Item #6*
Question: *My expectations and needs were met.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.63	1.21	72
High School Regular Education Teachers	3.93	1.50	974
High School Special Education Teachers	4.10	1.41	247
Elementary Principals	4.94	.91	301
Elementary Regular Education Teachers	4.42	1.34	2666
All Respondents	**4.33**	**1.38**	**4260**

Survey: *Staff Development Survey, Item #7*
Question: *Adequate attention was given to arrangements for the inservice, (time, place, facilities).*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.21	.85	73
High School Regular Education Teachers	4.70	1.32	970
High School Special Education Teachers	4.84	1.28	247
Elementary Principals	5.20	.94	303
Elementary Regular Education Teachers	5.02	1.17	2671
All Respondents	**4.95**	**1.20**	**4264**

Survey: *Staff Development Survey, Item #8*
Question: *Follow-up support for inservice activities was available.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.38	1.38	72
High School Regular Education Teachers	3.73	1.53	949
High School Special Education Teachers	3.95	1.47	246
Elementary Principals	4.51	1.28	301
Elementary Regular Education Teachers	4.28	1.45	2657
All Respondents	**4.15**	**1.48**	**4225**

Appendix B

Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Transition for Learning Disabled Students Survey, Item #1*
Question: *Vocational teachers at this school have practical experiences in the occupational fields they are instructing.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.15	1.12	77
High School Assistant Principals	5.20	1.11	206
High School Regular Education Teachers	4.96	1.19	960
High School Special Education Teachers	5.04	1.14	253
All Respondents	**5.02**	**1.17**	**1496**

Survey: *Transition for Learning Disabled Students Survey, Item #2*
Question: *The principal at this school supports a job-specific skill curriculum.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.02	1.22	77
High School Assistant Principals	4.84	1.16	207
High School Regular Education Teachers	4.13	1.45	950
High School Special Education Teachers	4.00	1.52	251
All Respondents	**4.25**	**1.45**	**1485**

Survey: *Transition for Learning Disabled Students Survey, Item #3*
Question: *The business community cooperates with this school in helping students with learning disabilities obtain employment.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.75	1.26	78
High School Assistant Principals	4.66	1.17	207
High School Regular Education Teachers	4.23	1.28	891
High School Special Education Teachers	4.82	1.16	255
All Respondents	**4.43**	**1.27**	**1431**

Survey: *Transition for Learning Disabled Students Survey, Item #4*
Question: *The school curriculum for students with learning disabilities stresses skills essential for maintaining employment.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.92	1.02	76
High School Assistant Principals	4.83	.99	205
High School Regular Education Teachers	4.33	1.20	924
High School Special Education Teachers	4.37	1.44	256
All Respondents	**4.44**	**1.23**	**1461**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Transition for Learning Disabled Students Survey, Item #5*
Question: *Community-school support programs are available for students with learning disabilities who experience work-related problems.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.33	1.35	77
High School Assistant Principals	4.58	1.25	204
High School Regular Education Teachers	4.05	1.27	816
High School Special Education Teachers	4.52	1.39	249
All Respondents	**4.23**	**1.32**	**1346**

Survey: *Transition for Learning Disabled Students Survey, Item #6*
Question: *Job-skill training is articulated throughout the school curriculum.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.22	1.40	77
High School Assistant Principals	4.32	1.27	209
High School Regular Education Teachers	3.73	1.40	1113
High School Special Education Teachers	3.96	1.50	257
All Respondents	**3.86**	**1.42**	**1656**

Survey: *Transition for Learning Disabled Students Survey, Item #7*
Question: *Students with learning disabilities at this school understand the required skills for the career of their choice.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.55	1.22	78
High School Assistant Principals	4.39	1.11	204
High School Regular Education Teachers	3.95	1.24	1035
High School Special Education Teachers	4.12	1.19	258
All Respondents	**4.06**	**1.23**	**1575**

Survey: *Transition for Learning Disabled Students Survey, Item #8*
Question: *Job-specific skill training is provided for students with learning disabilities.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.60	1.38	78
High School Assistant Principals	4.53	1.15	207
High School Regular Education Teachers	4.12	1.32	1093
High School Special Education Teachers	4.20	1.41	256
All Respondents	**4.20**	**1.32**	**1634**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Transition for Learning Disabled Students Survey, Item #9*
Question: *Job-interview training is provided for students with learning disabilities.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.78	1.35	78
High School Assistant Principals	4.72	1.07	203
High School Regular Education Teachers	4.24	1.25	958
High School Special Education Teachers	4.61	1.28	258
All Respondents	**4.40**	**1.25**	**1497**

Survey: *Transition for Learning Disabled Students Survey, Item #10*
Question: *Consumer education is included in the curriculum for students with learning disabilities.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.14	1.04	78
High School Assistant Principals	4.93	1.04	205
High School Regular Education Teachers	4.46	1.19	1027
High School Special Education Teachers	4.78	1.22	257
All Respondents	**4.61**	**1.19**	**1567**

Survey: *Transition for Learning Disabled Students Survey, Item #11*
Question: *Skills to assist students with learning disabilities manage their financial matters are included in the curriculum.*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.09	1.04	77
High School Assistant Principals	4.85	1.01	201
High School Regular Education Teachers	4.32	1.22	995
High School Special Education Teachers	4.59	1.24	257
All Respondents	**4.48**	**1.21**	**1530**

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Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Exit Criteria for Learning Disabled Students Survey, Item #1*
Question: *Weight - Improved Classroom Behavior*

Respondent Group	Mean	Sdev	Cases
High School Principals	11.58	8.50	70
High School Assistant Principals	10.68	7.78	190
High School Regular Education Teachers	12.79	11.08	1128
High School Special Education Teachers	9.53	10.21	247
Elementary Principals	8.29	8.14	297
Elementary Assistant Principals	8.97	7.72	175
Elementary Regular Education Teachers	12.29	10.20	2582
Elementary Special Education Teachers	8.11	7.29	409
All Respondents	**11.52**	**10.04**	**5098**

Survey: *Exit Criteria for Learning Disabled Students Survey, Item #2*
Question: *Weight - Improved Reading Skills*

Respondent Group	Mean	Sdev	Cases
High School Principals	17.75	10.75	70
High School Assistant Principals	15.23	8.84	190
High School Regular Education Teachers	13.67	11.05	1128
High School Special Education Teachers	17.76	12.32	247
Elementary Principals	18.13	13.14	297
Elementary Assistant Principals	15.15	9.86	175
Elementary Regular Education Teachers	17.55	12.19	2582
Elementary Special Education Teachers	18.54	12.77	409
All Respondents	**16.65**	**11.98**	**5098**

Survey: *Exit Criteria for Learning Disabled Students Survey, Item #3*
Question: *Weight - Improved Communication Skills*

Respondent Group	Mean	Sdev	Cases
High School Principals	10.42	6.44	70
High School Assistant Principals	10.69	6.46	190
High School Regular Education Teachers	9.35	7.50	1128
High School Special Education Teachers	9.95	8.23	247
Elementary Principals	11.14	8.87	297
Elementary Assistant Principals	10.76	6.59	175
Elementary Regular Education Teachers	9.68	6.92	2582
Elementary Special Education Teachers	9.17	7.82	409
All Respondents	**9.75**	**7.30**	**5098**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Exit Criteria for Learning Disabled Students Survey, Item #4*
Question: *Weight - Improved Computation Skills*

Respondent Group	Mean	Sdev	Cases
High School Principals	12.00	8.16	70
High School Assistant Principals	9.90	6.67	190
High School Regular Education Teachers	9.12	7.41	1128
High School Special Education Teachers	9.59	8.40	247
Elementary Principals	11.75	7.51	297
Elementary Assistant Principals	10.46	6.93	175
Elementary Regular Education Teachers	9.70	7.68	2582
Elementary Special Education Teachers	11.24	8.41	409
All Respondents	**9.87**	**7.69**	**5098**

Survey: *Exit Criteria for Learning Disabled Students Survey, Item #5*
Question: *Weight - Improved Self-Concept*

Respondent Group	Mean	Sdev	Cases
High School Principals	12.33	7.89	70
High School Assistant Principals	13.73	9.83	190
High School Regular Education Teachers	12.83	10.68	1128
High School Special Education Teachers	10.30	9.75	247
Elementary Principals	12.07	8.47	297
Elementary Assistant Principals	13.72	11.58	175
Elementary Regular Education Teachers	12.34	9.46	2582
Elementary Special Education Teachers	9.94	9.10	409
All Respondents	**12.24**	**9.79**	**5098**

Survey: *Exit Criteria for Learning Disabled Students Survey, Item #6*
Question: *Weight - Time on Task Adjustment*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.98	5.73	70
High School Assistant Principals	7.24	5.80	190
High School Regular Education Teachers	8.08	6.75	1128
High School Special Education Teachers	8.30	7.66	247
Elementary Principals	7.75	6.42	297
Elementary Assistant Principals	7.35	5.86	175
Elementary Regular Education Teachers	8.83	7.19	2582
Elementary Special Education Teachers	7.82	6.42	409
All Respondents	**8.35**	**6.93**	**5098**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Exit Criteria for Learning Disabled Students Survey, Item #7*
Question: *Weight - Improved School Adjustment*

Respondent Group	Mean	Sdev	Cases
High School Principals	8.05	6.54	70
High School Assistant Principals	8.13	5.95	190
High School Regular Education Teachers	7.77	9.58	1128
High School Special Education Teachers	5.99	6.82	247
Elementary Principals	6.48	5.94	297
Elementary Assistant Principals	7.10	5.37	175
Elementary Regular Education Teachers	6.20	5.47	2582
Elementary Special Education Teachers	5.51	5.74	409
All Respondents	**6.62**	**6.77**	**5098**

Survey: *Exit Criteria for Learning Disabled Students Survey, Item #8*
Question: *Weight - More Desire to Learn*

Respondent Group	Mean	Sdev	Cases
High School Principals	7.00	6.97	70
High School Assistant Principals	7.30	6.17	190
High School Regular Education Teachers	9.12	8.16	1128
High School Special Education Teachers	8.11	7.23	247
Elementary Principals	7.24	6.39	297
Elementary Assistant Principals	7.87	6.34	175
Elementary Regular Education Teachers	8.82	7.50	2582
Elementary Special Education Teachers	7.23	6.94	409
All Respondents	**8.52**	**7.47**	**5098**

Survey: *Exit Criteria for Learning Disabled Students Survey, Item #9*
Question: *Weight - More Commitment to Homework*

Respondent Group	Mean	Sdev	Cases
High School Principals	3.97	4.84	70
High School Assistant Principals	4.04	3.70	190
High School Regular Education Teachers	5.78	5.68	1128
High School Special Education Teachers	5.58	5.52	247
Elementary Principals	3.39	4.10	297
Elementary Assistant Principals	4.09	4.11	175
Elementary Regular Education Teachers	4.60	5.08	2582
Elementary Special Education Teachers	4.65	6.47	409
All Respondents	**4.80**	**5.28**	**5098**

Appendix B

Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Exit Criteria for Learning Disabled Students Survey, Item #10*
Question: *Weight - Improved Social Criteria*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.95	5.61	70
High School Assistant Principals	7.55	5.71	190
High School Regular Education Teachers	6.64	6.51	1128
High School Special Education Teachers	5.90	5.86	247
Elementary Principals	5.14	5.15	297
Elementary Assistant Principals	6.91	5.05	175
Elementary Regular Education Teachers	6.67	5.96	2582
Elementary Special Education Teachers	4.53	4.42	409
All Respondents	**6.40**	**5.93**	**5098**

Survey: *Exit Criteria for Learning Disabled Students Survey, Item #11*
Question: *Weight - Discrepancy Criteria*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.40	9.35	70
High School Assistant Principals	4.08	9.00	190
High School Regular Education Teachers	2.44	4.94	1128
High School Special Education Teachers	6.41	14.56	247
Elementary Principals	7.57	15.65	297
Elementary Assistant Principals	5.95	10.76	175
Elementary Regular Education Teachers	2.43	5.87	2582
Elementary Special Education Teachers	9.75	17.61	409
All Respondents	**3.72**	**9.26**	**5098**

Survey: *Exit Criteria for Learning Disabled Students Survey, Item #12A*
Question: *Weight - Others Number One*

Respondent Group	Mean	Sdev	Cases
High School Principals	.44	2.11	70
High School Assistant Principals	1.37	6.90	190
High School Regular Education Teachers	1.34	5.32	1128
High School Special Education Teachers	1.87	8.27	247
Elementary Principals	.96	8.19	297
Elementary Assistant Principals	1.30	6.49	175
Elementary Regular Education Teachers	.68	4.78	2582
Elementary Special Education Teachers	2.93	9.72	409
All Respondents	**1.12**	**6.02**	**5098**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Exit Criteria for Learning Disabled Students Survey, Item #12B*
Question: *Weight - Others Number Two*

Respondent Group	Mean	Sdev	Cases
High School Principals	.07	.59	70
High School Assistant Principals	.00	.00	190
High School Regular Education Teachers	1.01	3.99	1128
High School Special Education Teachers	.65	3.72	247
Elementary Principals	.02	.28	297
Elementary Assistant Principals	.30	1.64	175
Elementary Regular Education Teachers	.15	2.01	2582
Elementary Special Education Teachers	.53	3.95	409
All Respondents	**.38**	**2.78**	**5098**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Staff Development Areas of Inservice Survey, Item #1A*
Question: *CHECK - Strategies for teaching reading*

Respondent Group	Mean	Sdev	Cases
High School Principals	.43	.49	90
High School Regular Education Teachers	.51	1.26	1294
High School Special Education Teachers	.36	.49	271
Elementary Principals	.57	.49	332
Elementary Regular Education Teachers	.41	.49	2941
Elementary Special Education Teachers	.46	.49	439
All Respondents	**.44**	**.75**	**5367**

Survey: *Staff Development Areas of Inservice Survey, Item #1B*
Question: *Number of Sessions - Strategies for teaching reading*

Respondent Group	Mean	Sdev	Cases
High School Principals	2.58	2.79	34
High School Regular Education Teachers	5.05	10.00	336
High School Special Education Teachers	2.07	2.24	81
Elementary Principals	2.50	2.00	168
Elementary Regular Education Teachers	2.12	3.44	1010
Elementary Special Education Teachers	2.10	2.11	170
All Respondents	**2.71**	**5.26**	**1799**

Survey: *Staff Development Areas of Inservice Survey, Item #2A*
Question: *CHECK - Strategies for teaching math*

Respondent Group	Mean	Sdev	Cases
High School Principals	.40	.49	90
High School Regular Education Teachers	.18	.53	1284
High School Special Education Teachers	.19	.39	271
Elementary Principals	.62	.48	331
Elementary Regular Education Teachers	.44	.49	2942
Elementary Special Education Teachers	.47	.50	440
All Respondents	**.38**	**.51**	**5358**

Appendix B

Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Staff Development Areas of Inservice Survey, Item #2B*
Question: *Number of Sessions - Strategies for teaching math*

Respondent Group	Mean	Sdev	Cases
High School Principals	3.12	3.87	31
High School Regular Education Teachers	13.33	21.64	255
High School Special Education Teachers	2.00	2.03	44
Elementary Principals	2.63	2.83	186
Elementary Regular Education Teachers	2.10	2.47	1092
Elementary Special Education Teachers	2.14	2.73	174
All Respondents	**3.78**	**9.36**	**1782**

Survey: *Staff Development Areas of Inservice Survey, Item #3A*
Question: *CHECK - Strategies for teaching language*

Respondent Group	Mean	Sdev	Cases
High School Principals	.42	.49	90
High School Regular Education Teachers	.46	1.22	1296
High School Special Education Teachers	.35	.47	271
Elementary Principals	.64	.47	332
Elementary Regular Education Teachers	.47	.50	2942
Elementary Special Education Teachers	.50	.56	440
All Respondents	**.47**	**.74**	**5371**

Survey: *Staff Development Areas of Inservice Survey, Item #3B*
Question: *Number of Sessions - Strategies for teaching language*

Respondent Group	Mean	Sdev	Cases
High School Principals	2.06	1.59	33
High School Regular Education Teachers	3.43	8.96	263
High School Special Education Teachers	2.28	2.61	75
Elementary Principals	2.99	2.78	196
Elementary Regular Education Teachers	2.26	2.59	1146
Elementary Special Education Teachers	2.31	2.89	186
All Respondents	**2.50**	**4.15**	**1899**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Staff Development Areas of Inservice Survey, Item #4A*
Question: *CHECK - Strategies for teaching LEP students*

Respondent Group	Mean	Sdev	Cases
High School Principals	.38	.49	90
High School Regular Education Teachers	.20	.42	1203
High School Special Education Teachers	.23	.42	271
Elementary Principals	.45	.49	331
Elementary Regular Education Teachers	.23	.42	2940
Elementary Special Education Teachers	.35	.47	440
All Respondents	**.25**	**.44**	**5275**

Survey: *Staff Development Areas of Inservice Survey, Item #4B*
Question: *Number of Sessions - Strategies for teaching LEP students*

Respondent Group	Mean	Sdev	Cases
High School Principals	2.00	1.48	31
High School Regular Education Teachers	1.94	5.34	226
High School Special Education Teachers	1.58	1.26	48
Elementary Principals	2.17	2.62	136
Elementary Regular Education Teachers	1.74	2.37	627
Elementary Special Education Teachers	1.52	1.45	136
All Respondents	**1.80**	**3.07**	**1204**

Survey: *Staff Development Areas of Inservice Survey, Item #5A*
Question: *CHECK - Strategies for working with high risk students*

Respondent Group	Mean	Sdev	Cases
High School Principals	.50	.50	90
High School Regular Education Teachers	.30	.51	1185
High School Special Education Teachers	.39	.48	271
Elementary Principals	.44	.49	331
Elementary Regular Education Teachers	.24	.43	2941
Elementary Special Education Teachers	.39	.49	440
All Respondents	**.29**	**.47**	**5258**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Staff Development Areas of Inservice Survey, Item #5B*
Question: *Number of Sessions - Strategies for working with high risk students*

Respondent Group	Mean	Sdev	Cases
High School Principals	2.14	1.93	41
High School Regular Education Teachers	1.34	2.15	468
High School Special Education Teachers	1.78	1.37	83
Elementary Principals	2.28	2.99	135
Elementary Regular Education Teachers	1.75	1.80	656
Elementary Special Education Teachers	1.78	1.77	152
All Respondents	**1.69**	**2.04**	**1535**

Survey: *Staff Development Areas of Inservice Survey, Item #6A*
Question: *CHECK - Classroom management*

Respondent Group	Mean	Sdev	Cases
High School Principals	.43	.52	90
High School Regular Education Teachers	.40	.59	1205
High School Special Education Teachers	.43	.49	271
Elementary Principals	.51	.50	331
Elementary Regular Education Teachers	.35	.48	2941
Elementary Special Education Teachers	.41	.49	440
All Respondents	**.38**	**.51**	**5278**

Survey: *Staff Development Areas of Inservice Survey, Item #6B*
Question: *Number of Sessions - Classroom management*

Respondent Group	Mean	Sdev	Cases
High School Principals	2.45	2.26	31
High School Regular Education Teachers	1.46	2.63	517
High School Special Education Teachers	2.17	2.39	87
Elementary Principals	2.30	3.18	156
Elementary Regular Education Teachers	2.03	3.03	886
Elementary Special Education Teachers	1.96	2.57	152
All Respondents	**1.90**	**2.87**	**1829**

Survey: *Staff Development Areas of Inservice Survey, Item #7A*
Question: *CHECK - Strategies for teaching mainstream students with special needs*

Respondent Group	Mean	Sdev	Cases
High School Principals	.28	.45	89
High School Regular Education Teachers	.18	.46	1203
High School Special Education Teachers	.33	.47	271
Elementary Principals	.36	.48	330
Elementary Regular Education Teachers	.15	.36	2940
Elementary Special Education Teachers	.29	.45	440
All Respondents	**.20**	**.41**	**5273**

Survey: *Staff Development Areas of Inservice Survey, Item #7B*
Question: *Number of Sessions - Strategies for teaching mainstream students with special needs*

Respondent Group	Mean	Sdev	Cases
High School Principals	1.60	1.52	23
High School Regular Education Teachers	1.24	2.48	354
High School Special Education Teachers	1.76	1.48	77
Elementary Principals	1.46	1.15	111
Elementary Regular Education Teachers	1.65	4.75	435
Elementary Special Education Teachers	1.66	1.79	112
All Respondents	**1.51**	**3.38**	**1112**

Survey: *Staff Development Areas of Inservice Survey, Item #8AA*
Question: *CHECK - Other A*

Respondent Group	Mean	Sdev	Cases
High School Principals	.25	.46	89
High School Regular Education Teachers	.27	.56	1206
High School Special Education Teachers	.31	.46	271
Elementary Principals	.35	.48	331
Elementary Regular Education Teachers	.33	.48	2941
Elementary Special Education Teachers	.37	.48	437
All Respondents	**.32**	**.50**	**5275**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Staff Development Areas of Inservice Survey, Item #8AB*
Question: *Number of Sessions - Other A*

Respondent Group	Mean	Sdev	Cases
High School Principals	2.26	1.55	19
High School Regular Education Teachers	1.54	2.25	449
High School Special Education Teachers	2.36	2.39	76
Elementary Principals	3.01	5.11	132
Elementary Regular Education Teachers	2.23	2.31	953
Elementary Special Education Teachers	1.97	2.20	160
All Respondents	**2.10**	**2.62**	**1789**

Survey: *Staff Development Areas of Inservice Survey, Item #8BA*
Question: *CHECK - Other B*

Respondent Group	Mean	Sdev	Cases
High School Principals	.14	.35	89
High School Regular Education Teachers	.12	.39	1203
High School Special Education Teachers	.15	.36	271
Elementary Principals	.18	.38	331
Elementary Regular Education Teachers	.16	.36	2938
Elementary Special Education Teachers	.21	.42	436
All Respondents	**.15**	**.37**	**5268**

Survey: *Staff Development Areas of Inservice Survey, Item #8BB*
Question: *Number of Sessions - Other B*

Respondent Group	Mean	Sdev	Cases
High School Principals	1.78	.89	14
High School Regular Education Teachers	1.27	2.49	310
High School Special Education Teachers	2.24	2.57	41
Elementary Principals	2.51	3.04	72
Elementary Regular Education Teachers	1.75	1.55	457
Elementary Special Education Teachers	2.16	2.80	89
All Respondents	**1.71**	**2.20**	**983**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Staff Development Areas of Inservice Survey, Item #8CA*
Question: *CHECK - Other C*

Respondent Group	Mean	Sdev	Cases
High School Principals	.09	.28	88
High School Regular Education Teachers	.07	.29	1207
High School Special Education Teachers	.07	.26	270
Elementary Principals	.10	.31	329
Elementary Regular Education Teachers	.07	.26	2938
Elementary Special Education Teachers	.10	.31	428
All Respondents	**.07**	**.27**	**5260**

Survey: *Staff Development Areas of Inservice Survey, Item #8CB*
Question: *Number of Sessions - Other C*

Respondent Group	Mean	Sdev	Cases
High School Principals	1.77	1.64	9
High School Regular Education Teachers	1.79	3.31	245
High School Special Education Teachers	1.25	.71	20
Elementary Principals	2.62	3.74	43
Elementary Regular Education Teachers	1.67	1.51	209
Elementary Special Education Teachers	2.47	3.57	48
All Respondents	**1.85**	**2.78**	**574**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Staff Development Ratings of Inservices, Item #1A*
Question: *Number of Inservices - Local School*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.00	2.66	60
High School Regular Education Teachers	3.15	5.00	794
High School Special Education Teachers	3.68	3.37	163
Elementary Principals	6.19	6.93	255
Elementary Regular Education Teachers	3.94	4.08	1845
Elementary Special Education Teachers	4.25	4.54	297
All Respondents	**3.94**	**4.62**	**3414**

Survey: *Staff Development Ratings of Inservices, Item #1B*
Question: *Rating of Inservices - Local School*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.83	.96	65
High School Regular Education Teachers	4.03	1.34	663
High School Special Education Teachers	4.12	1.14	170
Elementary Principals	4.82	.88	267
Elementary Regular Education Teachers	4.56	1.06	1952
Elementary Special Education Teachers	4.55	1.07	303
All Respondents	**4.46**	**1.13**	**3420**

Survey: *Staff Development Ratings of Inservices, Item #2A*
Question: *Number of Inservices - District Office*

Respondent Group	Mean	Sdev	Cases
High School Principals	3.85	4.13	48
High School Regular Education Teachers	2.45	5.39	688
High School Special Education Teachers	5.29	9.99	155
Elementary Principals	7.30	13.43	228
Elementary Regular Education Teachers	4.84	10.03	1652
Elementary Special Education Teachers	5.04	8.80	265
All Respondents	**4.51**	**9.41**	**3036**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Staff Development Ratings of Inservices, Item #2B*
Question: *Rating of Inservices - District Office*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.79	.74	53
High School Regular Education Teachers	3.76	1.62	585
High School Special Education Teachers	4.28	1.10	171
Elementary Principals	4.71	.97	238
Elementary Regular Education Teachers	4.41	1.20	1787
Elementary Special Education Teachers	4.43	1.20	296
All Respondents	**4.31**	**1.29**	**3130**

Survey: *Staff Development Ratings of Inservices, Item #3A*
Question: *Number of Inservices - County Office*

Respondent Group	Mean	Sdev	Cases
High School Principals	2.41	3.30	29
High School Regular Education Teachers	3.02	9.70	443
High School Special Education Teachers	3.97	9.75	67
Elementary Principals	5.48	12.34	152
Elementary Regular Education Teachers	2.91	9.08	829
Elementary Special Education Teachers	2.28	5.53	155
All Respondents	**3.15**	**9.31**	**1675**

Survey: *Staff Development Ratings of Inservices, Item #3B*
Question: *Rating of Inservices - County Office*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.42	1.03	33
High School Regular Education Teachers	4.01	1.70	208
High School Special Education Teachers	4.35	1.21	65
Elementary Principals	4.57	1.06	133
Elementary Regular Education Teachers	4.59	1.20	645
Elementary Special Education Teachers	4.69	1.05	121
All Respondents	**4.48**	**1.29**	**1205**

Survey: *Staff Development Ratings of Inservices, Item #4A*
Question: *Number of Inservices - Selpa*

Respondent Group	Mean	Sdev	Cases
High School Principals	1.76	2.90	17
High School Regular Education Teachers	1.55	7.71	296
High School Special Education Teachers	2.26	2.49	72
Elementary Principals	2.73	5.64	79
Elementary Regular Education Teachers	1.37	4.41	399
Elementary Special Education Teachers	2.53	4.64	155
All Respondents	**1.77**	**5.60**	**1018**

Survey: *Staff Development Ratings of Inservices, Item #4B*
Question: *Rating of Inservices - Selpa*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.00	.81	10
High School Regular Education Teachers	1.86	2.21	22
High School Special Education Teachers	4.31	1.24	61
Elementary Principals	4.48	1.34	49
Elementary Regular Education Teachers	4.45	1.45	107
Elementary Special Education Teachers	4.63	1.19	122
All Respondents	**4.35**	**1.50**	**371**

Survey: *Staff Development Ratings of Inservices, Item #5A*
Question: *Number of Inservices - S.D.E.*

Respondent Group	Mean	Sdev	Cases
High School Principals	.64	.84	14
High School Regular Education Teachers	.93	5.42	196
High School Special Education Teachers	.54	2.30	37
Elementary Principals	.55	1.44	61
Elementary Regular Education Teachers	.31	2.23	371
Elementary Special Education Teachers	.24	.75	69
All Respondents	**.50**	**3.27**	**748**

Appendix B

Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Staff Development Ratings of Inservices, Item #5B*
Question: *Rating of Inservices - S.D.E.*

Respondent Group	Mean	Sdev	Cases
High School Principals	4.62	.74	8
High School Regular Education Teachers	2.41	1.91	93
High School Special Education Teachers	3.61	1.38	13
Elementary Principals	4.40	1.27	20
Elementary Regular Education Teachers	4.18	1.50	71
Elementary Special Education Teachers	3.85	1.99	14
All Respondents	**3.41**	**1.88**	**219**

Survey: *Staff Development Ratings of Inservices, Item #6AA*
Question: *Number of Inservices - Other A*

Respondent Group	Mean	Sdev	Cases
High School Principals	2.71	1.79	7
High School Regular Education Teachers	9.19	16.65	168
High School Special Education Teachers	3.53	2.54	26
Elementary Principals	3.67	4.29	34
Elementary Regular Education Teachers	2.07	2.95	202
Elementary Special Education Teachers	4.37	7.39	56
All Respondents	**4.95**	**10.73**	**493**

Survey: *Staff Development Ratings of Inservices, Item #6AB*
Question: *Rating of Inservices - Other A*

Respondent Group	Mean	Sdev	Cases
High School Principals	5.00	.70	9
High School Regular Education Teachers	3.32	2.11	117
High School Special Education Teachers	4.85	1.04	34
Elementary Principals	5.17	.85	39
Elementary Regular Education Teachers	5.00	1.17	226
Elementary Special Education Teachers	5.17	1.00	62
All Respondents	**4.62**	**1.58**	**487**

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Staff Development Ratings of Inservices, Item #6BA*
Question: *Number of Inservices - Other B*

Respondent Group	Mean	Sdev	Cases
High School Principals	2.00	.00	1
High School Regular Education Teachers	10.41	16.14	96
High School Special Education Teachers	3.00	4.24	5
Elementary Principals	1.33	.57	3
Elementary Regular Education Teachers	1.11	.94	36
Elementary Special Education Teachers	1.50	1.19	8
All Respondents	**7.20**	**13.67**	**149**

Survey: *Staff Development Ratings of Inservices, Item #6BB*
Question: *Rating of Inservices - Other B*

Respondent Group	Mean	Sdev	Cases
High School Principals	6.00	.00	1
High School Regular Education Teachers	2.00	2.14	45
High School Special Education Teachers	5.33	.81	6
Elementary Principals	5.16	1.16	6
Elementary Regular Education Teachers	5.10	1.09	50
Elementary Special Education Teachers	4.87	1.45	8
All Respondents	**3.90**	**2.19**	**116**

Survey: *Staff Development Ratings of Inservices, Item #6CA*
Question: *Number of Inservices - Other C*

Respondent Group	Mean	Sdev	Cases
High School Principals	2.00	.00	1
High School Regular Education Teachers	4.60	7.60	51
High School Special Education Teachers	1.00	1.73	3
Elementary Principals	1.50	.70	2
Elementary Regular Education Teachers	1.36	3.40	19
Elementary Special Education Teachers	1.00	1.41	2
All Respondents	**3.47**	**6.54**	**78**

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Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Staff Development Ratings of Inservices, Item #6CB*
Question: *Rating of Inservices - Other C*

Respondent Group	Mean	Sdev	Cases
High School Regular Education Teachers	1.82	2.62	17
High School Special Education Teachers	5.66	.57	3
Elementary Principals	4.66	.57	3
Elementary Regular Education Teachers	5.00	1.41	18
Elementary Special Education Teachers	5.50	.70	2
All Respondents	3.79	2.47	43

Appendix B
Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Parent Survey, Item #1*
Question: *The purposes and priorities of the school are clear to me.*

Respondent Group	Mean	Sdev	Cases
Parent: Regular Education Student	4.90	1.23	11381
Parent: Special Education Student	4.87	1.26	5751
All Respondents	**4.89**	**1.24**	**17132**

Survey: *Parent Survey, Item #2*
Question: *My child is encouraged to learn as much and as fast as possible.*

Respondent Group	Mean	Sdev	Cases
Parent: Regular Education Student	4.73	1.30	11367
Parent: Special Education Student	4.72	1.37	5760
All Respondents	**4.73**	**1.33**	**17127**

Survey: *Parent Survey, Item #3*
Question: *My child's teachers are very enthusiastic.*

Respondent Group	Mean	Sdev	Cases
Parent: Regular Education Student	4.85	1.28	11314
Parent: Special Education Student	4.89	1.31	5727
All Respondents	**4.86**	**1.29**	**17041**

Survey: *Parent Survey, Item #4*
Question: *I am confident that my child is safe while at school.*

Respondent Group	Mean	Sdev	Cases
Parent: Regular Education Student	5.01	1.26	11446
Parent: Special Education Student	4.94	1.36	5799
All Respondents	**4.99**	**1.30**	**17245**

Survey: *Parent Survey, Item #5*
Question: *The rules of behavior at school have been made very clear to me.*

Respondent Group	Mean	Sdev	Cases
Parent: Regular Education Student	5.33	1.09	11434
Parent: Special Education Student	5.32	1.11	5801
All Respondents	**5.32**	**1.09**	**17235**

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Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Parent Survey, Item #6*
Question: *My child has pride in the school and tries to keep it neat and clean.*

Respondent Group	Mean	Sdev	Cases
Parent: Regular Education Student	5.24	1.03	11390
Parent: Special Education Student	5.07	1.13	5762
All Respondents	**5.18**	**1.07**	**17152**

Survey: *Parent Survey, Item #7*
Question: *I am actively encouraged to become involved in school activities.*

Respondent Group	Mean	Sdev	Cases
Parent: Regular Education Student	4.62	1.44	11407
Parent: Special Education Student	4.40	1.48	5745
All Respondents	**4.55**	**1.46**	**17152**

Survey: *Parent Survey, Item #8*
Question: *My child's teachers expect my child to graduate from high school.*

Respondent Group	Mean	Sdev	Cases
Parent: Regular Education Student	5.56	.95	11236
Parent: Special Education Student	5.30	1.18	5640
All Respondents	**5.47**	**1.04**	**16876**

Survey: *Parent Survey, Item #9*
Question: *I am encouraged to visit classrooms.*

Respondent Group	Mean	Sdev	Cases
Parent: Regular Education Student	4.48	1.57	11245
Parent: Special Education Student	4.52	1.55	5707
All Respondents	**4.49**	**1.56**	**16952**

Survey: *Parent Survey, Item #10*
Question: *My child's teachers think that I have an important contribution to make in my child's education.*

Respondent Group	Mean	Sdev	Cases
Parent: Regular Education Student	5.05	1.24	11132
Parent: Special Education Student	5.06	1.25	5648
All Respondents	**5.06**	**1.24**	**16780**

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Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Parent Survey, Item #11*
Question: *I am kept aware of my child's progress.*

Respondent Group	Mean	Sdev	Cases
Parent: Regular Education Student	5.04	1.29	11263
Parent: Special Education Student	5.04	1.32	5722
All Respondents	**5.04**	**1.30**	**16985**

Survey: *Parent Survey, Item #12*
Question: *I am encouraged by teachers to help my child with his/her homework.*

Respondent Group	Mean	Sdev	Cases
Parent: Regular Education Student	4.62	1.52	11198
Parent: Special Education Student	4.90	1.38	5715
All Respondents	**4.71**	**1.48**	**16913**

Survey: *Parent Survey, Item #13*
Question: *My child's teachers contact me regularly to discuss his/her work.*

Respondent Group	Mean	Sdev	Cases
Parent: Regular Education Student	3.73	1.81	11199
Parent: Special Education Student	4.20	1.68	5723
All Respondents	**3.89**	**1.78**	**16922**

Survey: *Parent Survey, Item #14*
Question: *My child's teachers stress academic achievement.*

Respondent Group	Mean	Sdev	Cases
Parent: Regular Education Student	4.92	1.26	11144
Parent: Special Education Student	4.85	1.29	5594
All Respondents	**4.89**	**1.27**	**16738**

Survey: *Parent Survey, Item #15*
Question: *My child is continuously encouraged by teachers to work hard.*

Respondent Group	Mean	Sdev	Cases
Parent: Regular Education Student	4.97	1.24	11210
Parent: Special Education Student	5.04	1.23	5689
All Respondents	**4.99**	**1.24**	**16899**

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Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Parent Survey, Item #16*
Question: *The principal expects all students from this school to graduate from high school.*

Respondent Group	Mean	Sdev	Cases
Parent: Regular Education Student	5.14	1.25	10880
Parent: Special Education Student	5.08	1.28	5442
All Respondents	**5.12**	**1.26**	**16322**

Survey: *Parent Survey, Item #17*
Question: *My child has learned good study habits at school.*

Respondent Group	Mean	Sdev	Cases
Parent: Regular Education Student	4.63	1.41	11243
Parent: Special Education Student	4.42	1.48	5708
All Respondents	**4.56**	**1.44**	**16951**

Survey: *Parent Survey, Item #18*
Question: *My child spends most of his/her day on reading, math, English, and social studies.*

Respondent Group	Mean	Sdev	Cases
Parent: Regular Education Student	4.78	1.36	11114
Parent: Special Education Student	4.58	1.44	5632
All Respondents	**4.71**	**1.39**	**16746**

Survey: *Parent Survey, Item #19*
Question: *My child does homework at least three school nights a week.*

Respondent Group	Mean	Sdev	Cases
Parent: Regular Education Student	5.10	1.43	11203
Parent: Special Education Student	4.54	1.70	5703
All Respondents	**4.91**	**1.55**	**16906**

Survey: *Parent Survey, Item #20*
Question: *My child's teachers provide me with ideas to help my child with school work.*

Respondent Group	Mean	Sdev	Cases
Parent: Regular Education Student	3.84	1.76	11206
Parent: Special Education Student	4.05	1.70	5716
All Respondents	**3.91**	**1.74**	**16922**

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Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Parent Survey, Item #21*
Question: *I was encouraged to participate in my child's IEP meeting.*

Respondent Group	Mean	Sdev	Cases
Parent: Special Education Student	5.13	1.41	5527
All Respondents	**5.13**	**1.41**	**5527**

Survey: *Parent Survey, Item #22*
Question: *The IEP team listened to my comments during the IEP team meeting.*

Respondent Group	Mean	Sdev	Cases
Parent: Special Education Student	5.05	1.45	5305
All Respondents	**5.05**	**1.45**	**5305**

Survey: *Parent Survey, Item #23*
Question: *Since my child has been participating in the Resource Specialist Program, he/she is doing better with regular class school work.*

Respondent Group	Mean	Sdev	Cases
Parent: Special Education Student	5.12	1.28	5611
All Respondents	**5.12**	**1.28**	**5611**

Survey: *Parent Survey, Item #24*
Question: *The resource specialist teacher keeps me well informed on my child's success with his/her individualized special education program.*

Respondent Group	Mean	Sdev	Cases
Parent: Special Education Student	4.87	1.48	5626
All Respondents	**4.87**	**1.48**	**5626**

Survey: *Parent Survey, Item #25*
Question: *My child has many friends in this school who do not receive special education services.*

Respondent Group	Mean	Sdev	Cases
Parent: Special Education Student	4.97	1.39	5521
All Respondents	**4.97**	**1.39**	**5521**

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Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Parent Survey, Item #26*
Question: *I have been encouraged by my child's special education teacher to visit his/her special education classes.*

Respondent Group	Mean	Sdev	Cases
Parent: Special Education Student	4.28	1.70	5583
All Respondents	**4.28**	**1.70**	**5583**

Survey: *Parent Survey, Item #27*
Question: *My child participates in many school activities held by the school that relate to school work.*

Respondent Group	Mean	Sdev	Cases
Parent: Special Education Student	3.88	1.71	5567
All Respondents	**3.88**	**1.71**	**5567**

Survey: *Parent Survey, Item #28*
Question: *My child is getting a good education through the assistance provided by the special education program.*

Respondent Group	Mean	Sdev	Cases
Parent: Special Education Student	5.13	1.26	5651
All Respondents	**5.13**	**1.26**	**5651**

Survey: *Parent Survey, Item #29*
Question: *My child's special education teacher contacts me often to inform me about my child's progress in the special education class.*

Respondent Group	Mean	Sdev	Cases
Parent: Special Education Student	4.40	1.69	5583
All Respondents	**4.40**	**1.69**	**5583**

Survey: *Parent Survey, Item #30*
Question: *I feel that I understand my child's individualized educational program.*

Respondent Group	Mean	Sdev	Cases
Parent: Special Education Student	4.99	1.32	5627
All Respondents	**4.99**	**1.32**	**5627**

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Survey Response Means, Standard Deviations, and Number of Cases

Survey: *Parent Survey, Item #31*
Question: *I known when my child's individualized educational program will be reviewed by the school.*

Respondent Group	Mean	Sdev	Cases
Parent: Special Education Student	4.92	1.53	5582
All Respondents	**4.92**	**1.53**	**5582**

Survey: *Parent Survey, Item #32*
Question: *My child enjoys attending his/her special education classes.*

Respondent Group	Mean	Sdev	Cases
Parent: Special Education Student	4.98	1.42	5609
All Respondents	**4.98**	**1.42**	**5609**